## Bleking (Swedish) (2/4)

*Records:* Victor 20989 and 45-6169; Folkraft 1188; Burns and Evans Album I 121.

*Formation:* Single circles or double circle, partner facing with both hands joined.

*Description:*

### Part I

Measure 1: Thrust right arm forward and extend right heel (on the count of 1). Thrust left arm forward and extend left heel (on the count of 2).

Measure 2: Do same step 3 times rapidly, R.L.R. (This is a "Bleking Step.")

Measures 3-4: Repeat entire dance from beginning, starting with left heel and arm.

Measures 5-8: Repeat measures 1-4.

### Part II

Measures 9-16: In ballroom dance position, step-hop around the circle for 8 measures, moving joined hands vigorously up and down in windmill fashion. Step-hop by stepping, then hopping, on each foot. Do 16 step-hops in all, 8 on each foot.

## Csehbogar (Hungarian) (3/4)

*Records:* Honor Your Partner 103; Folkraft 1196; Kismet 141; Victor 45-6182 and 20992; Methodist M-101.

*Formation:* Single circle, facing center, all hands joined, boy with partner on his right.

*Description:*

Measures 1-8: All take 8 slides right; back with 8 slides left.

Measures 9-16: All walk 4 steps to center and back to place.

Measures 17-20: All place right hand at partner's waist, raise left arm, and pull away from partner as they skip around. (Hungarian turn).

Measures 21-24: All join hands with arms held at shoulder height and take 4 draw steps to center, then 4 steps back.

Measures 25-28: Take 2 draw steps to center, then 2 draw steps back.

Measures 29-32: Swing partner (Hungarian turn).

### Bingo (3/8)

*Record:* Honor Your Parner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Cross arms in skating position, right arm over left arm.

*Description:*

Part I

All promenade 16 steps and sing these words twice: "A Big Black Dog Sat On a Back Porch and Bingo Was His Name."

Part II

All now face the center and join hands. Circling to the right 12 steps, all spell out the name Bingo three time: "B-I-N-G-O . . . B-I-N-G-O . . . B-I-N-G-O." Then finish with: "Bingo Was His Name."

Part III

All face partners for a grand right and left. All take right hands with partners and call out the letter "B." Pass by and take the next person by the left hand and call out the letter "I," the next by the right calling out the letter "N," the next by the left calling out the letter "G." Reaching the last person and calling out the letter "O," all throw their arms about that person and take him for a new partner.

### Jolly Is the Miller (English) (4/4)

*Record:* Honor Your Partner 103 and Album 10; Folkraft 1192; Victor 20214 and Album E-87.

*Formation:* Double circle, boy on inside, girl outside, facing CCW with inside hands joined. One dancer stands in the center.

*Description:*

Measures 1-6: Walk forward CCW.

Measures 7-8: Drop hands; reverse direction with 4 steps, turning toward partner.

Measures 1-6: Walk CW.

Measures 7-8: Drop hands, girls turn, boys stand still.

Measures 1-6: Girls walk CCW, boys CW. Player in center joins either ring.

Measures 7-8: Each boy takes a new partner, player left without a partner steps to center.

Chorus

Jolly is the miller who lives by the mill,
The wheel turns around of its own free will.
One hand in the hopper and the other in the sack.
The wheel turn round and we all turn back.

### Paw Paw Patch (American) (2/4)

*Record:* Honor Your Partner 103 and Album 10; Burns Album E 764 and G 516.

*Formation:* File formation, four couples in a set, girls on right of boys.

*Description:*

Verse 1

Measures 1-8: Girl at head of line turns and skips CW in a circle around the set and back to place.

Verse 2

Measures 1-8: Boys skip around set behind head girl and all return to place.

Verse 3

Measures 1-8: Partners join hands and all follow head couple around circle CW until head couple is in position of last couple at the foot of set. Head couple makes an arch, holding hands high, while other couples skip under pretending to pick up pawpaws and put them in their pockets.

### Korobushka (Rusnsian-American) (2/4)

*Records:* Folkraft 1170.

*Formation:* Circle of couples partners facing, boys back to center, both hands joined.

*Description:*

Part I

Measures 1-2: Take one schottische step (see previous description) away from center. Boys begin with left foot, girls begin with right foot.

Measures 3-4: Take 1 schottische step forward center.

Measures 5-6: Repeat measures 1 and 2, ending with a jump in place on both feet.

Measures 7-8: Hop on left foot, touching right toe in front of left foot. Hop on left foot, touching toe out to right side. Jump in the air, clicking heels before landing. Drop hands.

### Part II

Measures 1-2: Take 1 schottische step to right moving away from partner.

Measures 3-4: Take 1 schottische step returning to partner.

Measures 5-6: Join right hands with partner, stepping forward on the right foot, then backward on the left foot.

Measures 7-8: Keep right hands joined; starting with the right foot, take 4 steps to change places with partner.

Measures 9-16: Repeat measures 1-8, returning to place.

*Suggestions:* Korobushka means "little basket. It was a favorite among early American immigrants. The dancers imitate a peddler singing about his various wares. Be sure that the children dance with smooth, light hops.

### Heel and Toe Polka (American) (2/4)

*Records:* Ford 107; Victor 25-1002; Burns Album H-528; Burns and Evans Album II 225; Old Timer 8005; MacGregor 4002.

*Formation:* Double circle facing CCW, boys on inside, partners' inside hands joined.

*Description:*

Measures 1-2: All touch outside heel forward then outside toe back and take one polka step. Partners take 3 running steps forward.

Measures 3-4: Repeat, starting with inside foot. Partners repeat heel and toe and 3 running steps.

Measures 5-8: Repeat action of measures 1-4.

Measures 9-16: Partners face, boys with hands on girls' hips, girls with hands on boys' shoulders, and they polka around the circle turning CCW.

### Hinkey-Dinkey Parlee-Voo (American) (6/8)

*Record:* Folkraft 1059 and 1023; Old Timer 8038; Imperial 1107; Sonart 303.

*Formation:* Four couples in a square.

*Description:*

Measures 1-4: Head two ladies go forward and back.
Measures 5-8: Head ladies forward again and do-si-do.
Measures 9-12: Do-Si-Do with your corners all.
Measures 13-16: Do-Si-Do with your partners all.

Measures 17-32: Grand right and left around the hall. Repeat dance with side ladies, head gents, side gents, head couples, and side couples.

### Ace of Diamonds (Danish) (2/4)

*Records:* Victor 20989;Victor 45-6169; Burns Album B 343; Burns Album J 554; Methodist M-102.

*Formation:* Double circle, boys on the inside. Partners facing, hands on hips.

*Description:*

Measures 1-4: Clap own hands; hook right elbow with partner; take 3 polka steps, stamping on first step and turning in place.

Measures 5-8: Repeat, hooking left elbows.

Measures 9-12: Boys dance backward with 4 step-hops; girls follow.

Measures 13-16: Repeat; boys moving forward, girls back to place.

Measures 17-24: Inside hands joined, all take 8 polka steps CCW around circle.

### Skip to My Lou (American) (6/8)

*Record:* Folkraft 1192 and F-1103; Victor Album E 87 and 45-5066; Decca 18224. Honor Your Partner Album 7.

*Formation:* Single circle, facing center, girls on boys' right, one child in the center.

*Description:*

Measures 1-4: Verse 1.

All stand and clap while child in center skips CCW around circle. On last line of verse, child chooses a partner and child left without partner goes to center.

Measures 1-4: Chorus.

Couple in center, hands joined in skating position, skips CCW around circle to vacated places. Couples in outside circle join hands and skip about in place.

Measures 1-4: Verses 2-6.

Repeat action of Verse 1 with new child skipping around circle and selecting a new partner at the last line of the verse.

*Variation:* Several children go to the center of circle, skip around and select partners.

Verse 1: I've lost my girl, now what'll I do,
I've lost my girl, now what'll I do,
I've lost my girl, now what'll I do?
Skip to my Lou, my darling.
Chorus
Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip to my Lou, my darling.
Verse 2: I'll get another, a better one too, etc.
Verse 3: Hurry up, slowpoke, do, oh, do, etc.
Verse 4: Pretty as a red-bird, prettier too, etc.
Verse 5: Sugar is sweet an dso are you, etc.
Verse 6: Gone again, now what'll I do, etc.

### Little Brown Jug (American) (2/4)

*Records:* Folkraft G-5003; Columbia 36021; Imperial 1213; Methodist M-107.

*Formation:* Double circle, sets of two couples facing, boys on right of partners.

*Description:*

Measures 1-2: Partners join inside hands, take 3 steps toward opposite couple; bow.

Measures 3-4: Both couples join hands and take 4 steps to left, finishing in each other's places.

Measures 5-6: Boys swing opposite girls.

Measures 7-8: Both couples join hands and take 4 steps to left, finishing in original positions.

Measures 9-10: Partners join inside hands, take 3 steps toward opposite couple, bow.

Measures 11-12: Take 3 steps backward to place, bow.

Measures 13-14: Partners swing.

Measures 15-16: Drop hands, walk forward passing through opposite couple (each girl moves between opposite girl and boy) and meets new couple.

## GAMES AND GAME SKILLS

Tag Games—There are many ways to play a tag game. Let the children think of ways to "be safe." For example, one is safe if one has both hands on the ground or floor, if one is sitting, or if one is laughing, etc. It is good to have the tagger wear a red belt or sash so that all will know who is "it".

### Shadow Tag

This game must be played out of doors on a sunny day. The child who is "It" tries to step on the shadow of the other player. The player whose shadow gets stepped on becomes "It".

### Turtle Tag

Children play in designated boundaries. One player is "It". The others try to avoid being tagged. A player is safe from being tagged only if he is lying on his back with both hands and feet in the air.

Relays—Many relays can be made up by using stunts which the children know. Put 6-8 children on each team, then select a stunt to be done by each member of the team in succession. The first team on which every member does the stunt and returns to his starting place wins. Some examples of stunts would be to ride a stick to a line and back, skip to a line and back, run to a line and do two curl-ups and return, or run with a ball to a line, bounce the ball, and return.

### Left and Right Hop Relay

Teams are lined up in file formation behind a line. At a signal, leaders of each team hop to a line 15 feet away on the left foot, turn, and hop back on the right foot. Teammates follow in order. The team finishing first is the winner. Values are to develop leg strength and to play in squad organization.

### Kangaroo Relay

Teams are lined up in file formation behind a line, with each leader holding a ball. At a signal, the leaders of each team place the balls between their knees and race forward to the goal, a line 20 feet away. The hands may not be used to hold the ball in position, and if the ball falls the player must replace it between his knees at the same spot where it fell. After crossing the goal line with both feet, the leaders take the ball in their hands and race back to place. Teammates follow. The team finishing first is the winner.

### Arch Ball Relay

Players are divided into teams in file formation. Each head player holds a ball. On a signal each head man, using both hands, passes the ball over his head to the player behind him, who passes it to the next. The end man, on receiving the ball, runs forward, and, using both hands, passes the ball over his own head to the player behind him. This procedure continues until all have run. The team whose head player first reaches his original position with the ball in his hand is the winner.

### Wheelbarrow Relay

Teams are in file formation, with players paired in couples. The first player of each team places both hands on the floor and extends his legs backward. The second player of each team picks up both legs of the first player and, at a signal, they move forward to a turning point, change positions, and return. Other team members follow and the team first completing the relay is the winner.

### Back-to-Back Relay

Teams are in file formation, with players paired in couples standing back to back with elbows linked. On the signal, the first couples in each team run toward the turning point and change directions so the back player is running forward going back to starting position. Other team members follow and the team first completing the relay is the winner.

### Over and Under Relay

Teams are in file formation. Player at the head of each team has a ball and at a signal hands the ball over his head to the second player. The second player takes the ball and hands it between his legs to the third player. The ball is handed alternately over the head and between the legs until the last person in line receives the ball and runs to the front of the line, where he recommences the motion. The relay continues until the head of each team is in the original starting position.

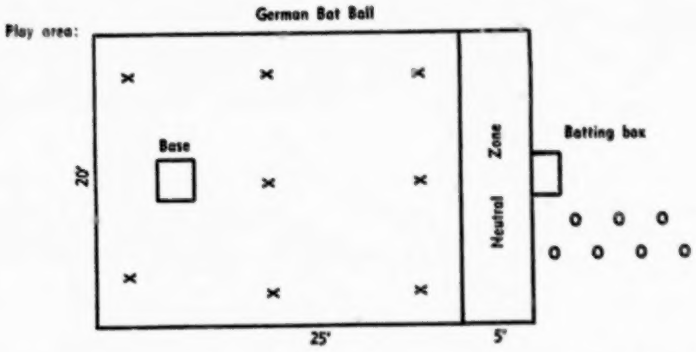
### Crows and Cranes

The class is divided into two groups. One group is called "Crows," the other "Cranes". About 40 feet apart, each group gets behind a line. The teacher starts calling out "Crrrrr"; on this signal the two teams approach each other half-way between their two lines. The teacher continues to call "Crrrrr" until the teams are close together. Suddenly the leader completes the Cr by calling either "Crows" or "Cranes". The team whose name is called turns and runs back to their line while the other team chases them, tagging as many as possible before they cross the line. A player may be tagged by several players from the other team so no player should stop running until he is behind his line. A team gets one point for each time its members tagged opponents. Keep a running score from the beginning to the end of the game. The team with the most points wins. Try to give each team an equal number of chances to chase the other team.

### Red and Green

This game is similar to Crows and Cranes. Each team is given a color, red or green. The leader has a cardboard square which is colored red on one side and green on the other. As the teams approach each other the leader throws the cardboard square into the air. If the green side lands up when the board hits the floor, the green team runs for home; if the red side comes up, the red team runs for home. The other team tries to tag them before they get behind the line. Score is kept as in Crows and Cranes.

### German Bat Ball



This is a team game in which one team is in the field (X), the other in the bat (O). An inning for a side consists of three outs. A volleyball or 8½″ playground ball is used.

Batting team members are numbered in order of batting. The batter stands in the batter's box and hits the ball with his fist or open hand. To be fair, a hit must not fall into the neutral zone and must fall inside the boundary lines. When a fair ball is hit, the batter runs in either direction around the base and back into the neutral zone. To get the batter out, the fielding team must hit the batter with the ball or catch a fly ball before it hits the ground. No fielder may take more than two steps with the ball. Fielders may pass the ball from one to another in an effort to get it in position to hit the batter. Each time a batter hits the ball and runs around the base and back into the neutral zone without being hit by the ball, his team scores a point. If a fielder runs with the ball or holds it more than 3 seconds, the batter gets a run. When three outs have been made, the teams change places. A game should last 3-5 innings as time permits.

### Human Bowling

As many as 11 players can play in a group. Each group has one or two 8½" balls. One player, the roller, stands behind a line 12-14 feet from the other players. A small circle is drawn for each of the other players. The circles are placed as bowling pins, four on the back, three on the next, two on the next, and one in the front line. The roller rolls the ball twice, trying to touch or "knock down" as many pins (players) as possible. When a player is touched by the rolling ball he moves to the side while the next ball is rolled. No player may move his feet while the ball is being rolled. Players take turns until all have had the same number of tries. Score is kept for each roller.

### Toss and Call

All children get into a circle. Limit circles to 8-10 children. One child stands in the center of the circle with an 8½" ball in both hands. He calls the name of a player in the circle before he tosses the ball high into the air. The player whose name is called attempts to catch the ball before it bounces. If the player is successful, he calls the name of another player and tosses the ball. If a player does not make his catch, the former thrower throws it again and calls another name.

### Circle Kick Ball

All children are in a circle with hands joined. Limit circle to 10-14 children. The teacher rolls an 8½" ball into the circle. Children try to kick the ball out of the circle by kicking it between the feet of the other children. The child who kicks the ball out of the circle gets one point. Keep score for 3-5 minute periods. The player with the most points wins.

### Dodgeball

Space: Playground, gymnasium, or playroom.

Children form a circle and line is drawn around the circle in front of the children. A stick or a line marker can be used to draw the circle. An 8½" playground ball is used. Players are divided into two teams. One team remains outside the circle while the other team steps into the circle. Players outside the circle try to hit the players on the inside of the circle with the ball by throwing it rapidly. To avoid being hit, may move about, jump, or stoop, but they may not leave the circle. Inside circle players may not touch the ball at any time.

Outside players may enter the circle to secure the ball but they must throw the ball to another team member. They may not carry the ball outside the circle themselves, nor may they throw at an inside circle player while within the circle.

Several methods of scoring may be used. (1) Inside circle players who are hit by a ball anywhere except on the head at once join the outside players and try to hit remaining circle players. The last player to remain in the circle is the winner. (2) Two time periods of equal length may be used, with each team having a turn in the center. Players who are legally hit raise an arm to signal the scorer to tally a hit against their team. They remain in the circle and continue to play. The team with the smaller number of hits at the end of the playing period wins the game.

Dodgeball develops abilities to throw a playground ball and to dodge.

### Overtake

Two teams of 9-10 players each play on a softball diamond. In the early stages of learning, a volleyball or playground ball is used. Later a softball is used. The game is played in innings. Each member of a team gets a turn to run every inning. There are no "outs" because an inning continues until all members of the team have been "up".

One team goes into the field in the regular positions of softball—pitcher, catcher, 1st, 2nd, 3rd basemen, shortstop, right, center, and left fielders (an extra shortstop can be used if there are 10 players). The other team is at home or "in bat". The pitcher holds the ball. The first runner comes to home plate and stands to the left facing out; when he starts running toward first base, the pitcher passes the ball to the catcher, who throws it to first base, the first baseman to second, second to third, and third to home. While the fielding team is throwing, the runner is running to every base and finally to home. The runner gets a point at every base to which he beats the ball. If the ball overtakes him at any base, and if the baseman tags the base with the ball in hand, he does not get a point on that base. A runner can make as many as 4 points or none at all.

Runners should be encouraged to run all bases because the fielders may drop the ball or throw it too far on the next base even though they might have overtaken the runner on a base. This game eliminates pitching and batting, the two hardest skills in softball. At the same time it allows the children to learn to run bases properly, to throw and catch, and to stand in the proper places when playing various positions.

Fielders do not get much play with the ball, therefore it is recommended that children change positions each time their team is in the field.

## STUNTS AND SELF-TESTING ACTIVITIES

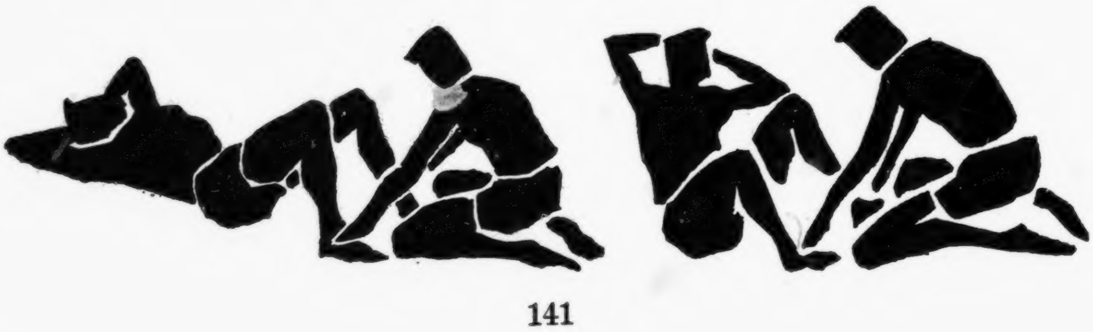
Gymnastics—Let children continue to practice stunts from the second grade, trying to perfect them. Begin to combine some of these into what is called a "routine." For example, do two forward rolls, come to feet with arms at sides, hold, do a stork stand, then do two more forward rolls, ending in straight stand with arms at sides.

Another routine might be to sit, bend, and touch hands to toes, roll backward, touch toes to floor behind head, hold, raise legs straight up, make V of legs, hold, touch hands to toes, sit, and hold.

After giving a few routines to the children, let them make up their own and perform them for the class.

### Curl-Up

All children lie on floor, grass, or other flat surface, with knees drawn up and hands laced behind head. Without moving hands, raise body forward and touch head to knees then return to the prone position. This builds abdominal strength.



### Human Ball

Children stand with feet about a foot apart. Bending at the waist, put both hands between the legs and reach behind the ankles, right hand behind right ankle, left hand behind left ankle. Grasp the hands in front of the ankles. After grasping the hands, the children can sit, then roll to back, right shoulder, left shoulder, back, etc. This movement, giving the appearance of a ball, improves flexibility of the entire body.

### Bench Push-Ups

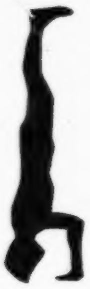
A chair approximately 18″ high is used for each child, or a bench for a group of children. The chairs or benches are placed the body length of the child from the wall. One child stands behind the chair or bench and holds it. The other child places his feet against the wall and his hands on the front edge of the chair. The hands should be shoulder width apart, the body at an angle. Straighten the arms, keeping the body straight from feet to shoulders. Next, lower the body by bending the arms. Keep the body straight. This develops arm, shoulder, and abdominal strength.

### Centipede

Number two player jumps onto the back of number one player, locking his legs around number one's body. Number one leans forward until both participants can place hands on the floor, and both begin to walk four hands and two feet. They practice until the movement becomes easy. Number three then mounts on number two, clamps his knees against two's waist with feet along the hips and hands on the floor ahead of the hands of number one and two. Six hands and two feet now walk. Any number of performers may join in this stunt.

### Headstand

The performer places his hands on the floor the width of his shoulders, fingers pointing straight ahead. He then places his head on the floor with contact above the forehead near the top of the head and about 8-10″ in front of the hands, forming a tripod. Then he slowly brings his feet up and arches his back in a head stand position. A partner can hold the feet of the performer so he can gain balance and the correct position.



### Throwing a Softball

To teach throwing for accuracy, use targets such as old tires leaning against a wall or hung from a bar or tree. Hoops of heavy wire can be mounted on stakes pushed into the ground. One child stands on each one side of the hoop and they throw back and forth to each other through the hoop.

To teach throwing for distance, keep a score sheet on how far each child can throw on several days. Let him try to better his own score rather than to beat others in the class. To mark where each one throws, the teacher can use popsicle sticks or tongue depressors with the child's name on them. Put the stick in the ground on the spot where the ball lands. After all have thrown, a tape measure can be used. The children can be taught to measure their throws.

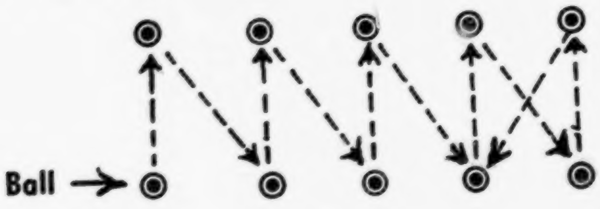
### Soccer Pass

*Space:* Playground, gymnasium, or playroom.

*Formation:* Circle or double line facing each other.

*Description:*

In the circle formation, have a player in the center with a ball. The center player kicks to an outer player until he has kicked back and forth to all players in the circle. The another player is selected to be in the center. Emphasis should be on using the feet to stop and kick a ball.



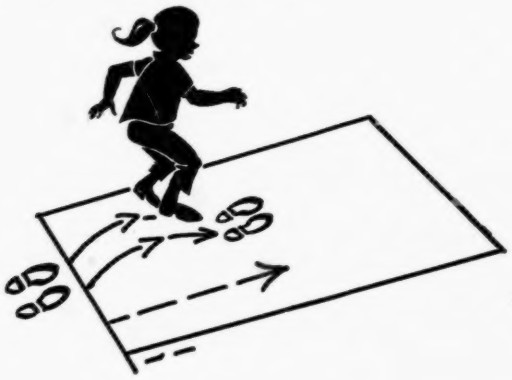
This pass improves foot-eye coordination, and is practice for soccer-type games.

In a double line facing each other, the ball is started on one end of the line and is passed back and forth with feet.

### Standing Broad Jump

The pupil stands with the feet several inches apart, toes just back of the take-off mark or the edge of the take-off board. The take-off is made from both feet. The pupil jumps forward as far as possible and lands on both feet.

Free swinging of arms and bending the knees is permitted but the feet must not leave the board or take-off line until the jump is made. This develops leg strength.



### Balance Beam Exercises

1. Walk forward on beam, arms held sideward.
2. Walk forward with hands on hips.
3. Walk forward with eraser balanced on top of head.
4. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
5. Walk forward, arms held sideward, palms up, with an eraser on palm of each hand.
6. Walk forward, arms held sideward, palms down, with an eraser on back of each hand.

### Rope Jumping

Rope jumping activities should be reviewed from the first and second grades.

*Small Single Rope Jumping:* When using the small single rope, the jumper may jump alone or with a partner. Single rope jumping includes standing in place, jumping on both or alternate feet, turning the rope forward and backward, and running and skipping. A more advanced form includes turning the rope with the arms to the side, alternating with crossing arms in the front of the body as rope is turned. Small single rope jumping may be done with partners standing side by side, each turning one end of the rope, or they may stand one behind the other, with only one of them turning the rope.

*One Large Rope:* This is a little more advanced and can be used with success when there is a large group but a limited supply of ropes. Individual jumping includes jumping when the rope is turned toward or away from the jumper, running in and out, jumping "high water" (turning the rope so that it doesn't hit the ground), jumping and turning around at the same time, and increasing the speed with which the rope is turned.

Large groups may participate by having a leader who goes through the various jumps while the others follow in single file.

Rope jumping develops leg strength, improve rhythm, and coordination of foot and eye.

## EVALUATION

### Fitness Evaluation

| NAMES | | | | SEASON | SKILLS |
|---|---|---|---|---|---|
| | | | | F | Pull-ups (limit 40) |
| | | | | W | |
| | | | | S | |
| | | | | F | Modified push-ups (limit 40) |
| | | | | W | |
| | | | | S | |
| | | | | F | Standing broad jump (best of two) |
| | | | | W | |
| | | | | S | |
| | | | | F | Pitch softball through tire at 15' (form) |
| | | | | W | |
| | | | | S | |
| | | | | F | Pitch softball through tire at 15' (accuracy 2 out of 3) |
| | | | | W | |
| | | | | S | |
| | | | | F | Catch volleyball from 15' (2 out of 3) |
| | | | | W | |
| | | | | S | |
| | | | | F | Height in Rope Climb (5') |
| | | | | W | |
| | | | | S | |
| | | | | F | Jump object 24" high when out) |
| | | | | W | |
| | | | | S | |
| | | | | F | |
| | | | | W | |
| | | | | S | |

| NAMES | | | | SEASON | SKILLS |
|---|---|---|---|---|---|
| | | | | F | Shuttle run (time) |
| | | | | W | |
| | | | | S | |
| | | | | F | 30 yard dash (time) |
| | | | | W | |
| | | | | S | |
| | | | | F | Squat jump |
| | | | | W | |
| | | | | S | |
| | | | | F | Kraus test (back) |
| | | | | W | |
| | | | | S | |
| | | | | F | Hop on one foot 20 times and then change |
| | | | | W | |
| | | | | S | |
| | | | | F | Kick stationary soccer ball 14' |
| | | | | W | |
| | | | | S | |

## Social Skills Check

a-average aa-above average ba-below average

| NAMES | | | | SEASON | SKILLS |
|---|---|---|---|---|---|
| | | | | F | Play without arguing and contact fighting |
| | | | | W | |
| | | | | S | |
| | | | | F | Ability to plan activities |
| | | | | W | |
| | | | | S | |
| | | | | F | Completion of activities |
| | | | | W | |
| | | | | S | |
| | | | | F | Accepting success or failure with a good attitude |
| | | | | W | |
| | | | | S | |
| | | | | F | Loyalty to team |
| | | | | W | |
| | | | | S | |
| | | | | F | Cooperation with group |
| | | | | W | |
| | | | | S | |
| | | | | F | Determination to succeed in activities |
| | | | | W | |
| | | | | S | |
| | | | | F | Honesty (admitting when tagged or when out) |
| | | | | W | |
| | | | | S | |
| | | | | F | Accepting responsibility |
| | | | | W | |
| | | | | S | |

| NAMES | | | | SEASON | SKILLS |
|---|---|---|---|---|---|
| | | | | F | Good leader |
| | | | | W | |
| | | | | S | |
| | | | | F | Good follower |
| | | | | W | |
| | | | | S | |
| | | | | F | Follows directions |
| | | | | W | |
| | | | | S | |
| | | | | F | Abides by rules and cares for equipment |
| | | | | W | |
| | | | | S | |
| | | | | F | Capacity for solving problems |
| | | | | W | |
| | | | | S | |
| | | | | F | Interested in welfare of others |
| | | | | W | |
| | | | | S | |
| | | | | F | Enjoys play activities |
| | | | | W | |
| | | | | S | |
| | | | | F | Recognizes value of exercise |
| | | | | W | |
| | | | | S | |
| | | | | F | Uses good English in play |
| | | | | W | |
| | | | | S | |

## Teacher's Self-Evaluation

1. Do the majority of the students enjoy their work with the teacher? Do they consider the teacher their friend?
2. Does the teacher utilize time and space wisely?
3. Is the teacher well-prepared to present and teach this program?
4. Does the teacher use a variety of methods in teaching?
5. Are the children's skills well-developed for their maturity level?
6. Are the majority of the pupils developing play skills while improving their fitness?
7. Does the teacher guide rather than dominate?
8. Does the teacher evaluate a child's progress with an awareness and an understanding of the individual child?
9. Does the teacher provide enough opportunities for highly skilled children to accomplish skill mastery?
10. Are all the children active?
11. Does the teacher establish a permissive atmosphere in which creativity is encouraged, accept new ideas, listen to all thoughts and opinions, encourage diversity rather than conformity?
12. Does the teacher provide experiences to meet the needs and interests of each person in the group?
13. Does every child leave the class feeling secure in what he is learning, and that he has accomplished something worthwhile?
14. Do children show responsibility in caring for equipment?
15. Is every precaution considered for the safety of the children?
16. Are the children developing socially and morally as well as physically?
17. Are the children developing a sense of responsibility toward their fellow classmates as well as for themselves?
18. Does the teacher give due praise and encouragement and show an interest in each pupil's progress?

## Rhythm Checklist

Yes No

-------- -------- 1. Is developing a knowledge of dance terms.

-------- -------- 2. Detects change in rhythmic patterns.

-------- -------- 3. Can combine locomotor movements with non-locomotor movements.

-------- -------- 4. Do progress in creating step patterns to music.

-------- -------- 5. Can skip alone and with partner to 2/4, 3/4, 4/4 time.

-------- -------- 6. Can slide alone and with partner to 2/4, 3/4, 4/4 music.

-------- -------- 7. Responds to three count phrases.

-------- -------- 8. Shows ability in specific patterns as: right, left, and both hands round, grand right and left, walk forward and backward 4 steps.

-------- -------- 9. Changes direction easily while performing rhythmic patterns.

-------- -------- 10. Recalls dance steps and direction easily.

-------- -------- 11. Can bounce a basketball to music in 2/4, 3/4, 4/4 time.

-------- -------- 12. Is beginning to choose opposite sex for dance partner.

-------- -------- 13. Can do Bleking step.

-------- -------- 14. Shows assurance in performance and enjoyment in dancing.

## Written Test

September Test:

Name:........................................................ Date:.......................................

(The teacher should go over every test first to insure that directions are understood.)

Put a line under the correct answer:

1. On a city street we should ride (single file, beside another rider, spread out) when on our bikes.
2. When your body is overheated, swimming in cold water is (safe, dangerous).

3. You should wait at least (one, two, four) hour(s) after eating before going in the water to swim.
4. When entering unknown water, you should (jump in slowly, look and then dive in, walk in slowly feet first).
5. A prone position in swimming is (standing, lying flat, sitting).
6. The seal crawl strengthens our (arms, legs, back) the most.
7. The girl is on the boy's (left, right) side when partners dance.
8. Survival means (to drown, dive deep, stay alive).
9. When catching a ball it is better to (back away a little, bring the ball into the body, keep your arms stiff).
10. When throwing a ball to another person, you aim at his (waist, knees, chest).

Put an X in front of the sentences that are true.

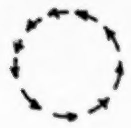
11. ____ When riding a bicycle both hands should be on the handle grips.
12. ____ It is safe to swim alone.
13. ____ It is all right to play tricks on people while swimming.
14. ____ It is safe to carry another rider on your bike.
15. ____ When catching a ball, always keep your eye on the ball.
16. ____ A skip is a step hop in uneven rhythm.
17. ____ We should stay out of reach of a swimmer in trouble.

Write in the correct word:

18. If you feel tired in the water, you should float.
19. Squat tag strengthens our legs.
20. You should swim only where there is a lifeguard.
21. The "dog paddle" prepares us for doing the crawl.
22. We ride a bike on the right side of the road.
23. The best sport for over all body exercise is swimming.
24. Mats are used for safety.

(Possible answers may be listed for the pupils to choose from, using more answers than the number of questions.)

25. Draw arrows showing the direction of counterclockwise.



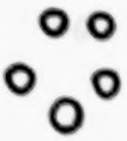
26. Write two things that should be done before entering a pool.
    Possibilities: Use foot bath
    Do not push or shove.
    Take shower before putting on swimsuit.
    Use bathroom before entering pool.

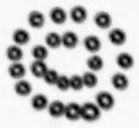
October Test:

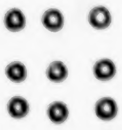
Name: ______________________ Date: ______________

Draw a line under the correct answer:

1. The proper way to run is on (your toes, the flat of your feet).
2. Which of these is a double circle.







3. When riding your bicycle, if you extend the left arm straight out it signals a (right turn, left turn, stop).
4. In the camel amble, the part of your body that you move in and out is your (knee, chin, chest).
5. Walking a beam improves (leg strength, back strength, balance) the most.
6. If you drop your left arm when riding a bike, it signals a (right turn, left turn, stop).
7. The part of your body used most in throwing a ball is your (arm and shoulder, leg, back).
8. When jumping rope we land on (flat feet, our heels, our toes).
9. We keep our body (stiff, relaxed) when doing the forward or backward roll.
10. If there is a line ball while playing Bases on Balls, (the game stops, the game goes on, there is an out).
11. When you come to an intersection on your bike, you should (follow the car in front, look both ways and keep going, come to a complete stop before going on.)

Put an x in front of the sentences that are true.

12. x A folk dance tells a story about the country from which it comes.
13. ___ A stunt is usually done by two people.
14. x When riding a bike, raising the left forearm signals a right turn.
15. ___ The best path to take in doing the shuttle run is a curved path.
16. x We use our arms for push when doing the standing broad jump.
17. ___ When doing modified pull ups, you grip with your palms away from the body.
18. x Posture is important in rope jumping.

Put the right letter in front of the correct number.

C 19. relay
D 20. fox and chickens
E 21. spotting
A 22. human rocker
B 23. rhythms

A. stunt
B. moving your body to music
C. a team performing skills one after another
D. a game
E. safeguarding a performer
F. watching a game

24. Write down the number of times the music or beat changes in this record.__________ (Use record of your choice).

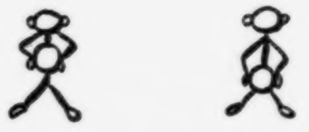
November Test:

Rhythms test

1. Which direction is clockwise? counterclockwise?
2. In changing directions in dancing the weight should be on __________(heels or toes)
3. Which one of these probably comes from Hungary? (Bleking, Cshebogar)
4. In what game do we have a coolie as a guard?

Written Test

1. What part of the body does pole climbing help?
2. In walking on the balance beam, what must you remember?
3. Why is it important to have spotters while one child is on the trampoline?
4. Draw a picture of yourself in a correct jumping position on the trampoline.
5. List five safety rules we learned in using playground equipment.
6. When throwing a ball to another person, at which part of his body do we aim?



7. If you bowl a softball with the right hand, which foot should be placed forward?
8. What 2 things did we do with our toes this month?
9. What game is played like softball?

December Test:

Rhythms test

1. What does Carrousel mean?
2. How is a double circle formed in the carrousel dance?
3. Why is it important to know directions when playing weather vane?
4. In Hot Cross Buns we do a ________. (waltz, minuet, polka)

Written Test

1. Name a Christmas game and a Christmas dance?
2. What part of the body does the stair climb strengthen?
3. At what part of the body do we aim the ball when playing dodge ball?
4. How do we do a stork stand?
5. What part of the body does the ankle grasp help?
6. The dervish jump helps us to have ________ (good balance, aim, strength)
7. In which game did we pass a ball?
8. In which game did we play tag using two circles?

January Test:

Put a T in front of the sentences that are true and an F in front of the sentences that are false.

1. (T) In a standing start, one should take short steps for the first two or three steps.
2. (F) While running, let your head rear back as far as it will go.
3. (F) Never watch the ball while trying to catch it.
4. (T) When catching a ball, give with your hands.
5. (T) When running, one should always reach forward with each arm.
6. (T) The chair vault is a balance and coordination stunt.
7. (F) Hopping occurs when the force that overcomes gravity is exerted by one foot and a landing is made on both feet.
8. (T) When jumping, the performer's back should remain vertical.
9. (T) In the broad jump, the jumper must run toward the take-off board before jumping.
10. (F) The skipping step is a fast step-hop on different feet.

Write in the correct word.

11. A spring from the floor from one foot landing on the same foot is a hop.
12. A dance that tells a story about the country it is from is a folk dance.
13. Name two games we have learned this month which would have to do with flexibility and agility: Bridge and V-Sit.
14. Going the opposite way from the clock is called counterclockwise.
15. A half circle is called a semicircle.

Match each letter with the correct number.

| | |
|---|---|
| 16. chair vault | A. skipping |
| 17. dance term | B. line ball |
| 18. line soccer | C. Toast to king |
| 19. Bases on balls | D. balance stunt |
| 20. Gustaf's skoal | E. kicking |

February Test:

Underline the correct answer

1. A step on the right, close left to right, step on the right, hold is a (waltz, minuet, polka).
2. In "Come Along" a (single, double, no) circle formation is used.
3. A team performing skills one after another is called a (relay, quartet, trio).
4. "Pop Goes the Weasel" is a (game, dance, stunt).
5. A sideward movement with the same foot continuing in the lead followed by a quick close to the first foot is called a (gallop, slide, skip).

Match each letter with the correct number.

| | | |
|---|---|---|
| g | 6. cartwheel | a. Pull-ups |
| j | 7. trampoline | b. dance |
| f | 8. rhythm | c. agility |
| h | 9. wall-leap | d. game |
| c | 10. shuttle run | e. relay |
| d | 11. three-deep tag | f. "beat" of the music |
| e | 12. cross-over | g. stunt |
| b | 13. nixie polka | h. half-turn |
| i | 14. softball throw | i. overhand |
| a | 15. fold-a-gym | j. bounce |

Put a T in front of the sentences that are true.

Put an F in front of the sentences that are false.

16. (F) When performing a chin-up, grasp the rope anywhere.
17. (T) Climb a rope using your hands only.
18. (T) In the shoulder roll, you stand facing the direction of the roll.
19. (T) While performing the cartwheel, you will be in a handstand position at one time.
20. (F) A pull-up is the same as a push-up.
21. (F) Catch Cane is performed on the fold-a-gym.
22. (T) A straight patch is the best one to take in a shuttle run.
23. (F) A shuttle run is a relay.
24. (F) A broad jump is always performed from a standing start.
25. (F) Kickball is a folk dance.

March Test:

1. What is the correct hitting area in dodge ball?
   - a. shoulders to toes
   - b. shoulders to knee
   - c. anywhere
2. Are the arms important in dervish jump? Why?
3. In Hustle Bustle Relay, can a new runner leave the file until he has received the bean bag?
4. In Scramble Relay, do you go to the end of the file after you have run?
5. What is a relay?
6. Which part of your body is used most in rope jumping?
   - a. arms
   - b. legs
   - c. head
7. Name one dance we have learned this month.
8. What is the name of the game in which we pretended that we were animals?
9. In what game did we have a double circle formation?
   - a. Three Around
   - b. Two Base Kick
   - c. Hustle Bustle Relay

Key:

1. B
2. yes; they help with balance
3. No
4. Yes
5. where groups of people race against each other to a certain point
6. B
7. A
8. Patch Tang, Horra, or We Won't Go 'Til Morning
9. Camel Amble
10. Three Around

April Test:

1. The Kosebuckka uses which of the following steps?
   a. waltz
   b. schottische
   c. two-step
2. When the call "do-si-do" is given, partners pass (left, right) shoulders with arms crossed and elbows high.
3. Badger gavette is a dance of which country?
   a. America
   b. England
   c. Holland
4. Climbing a pole or rope helps increase strength in the:
   a. legs
   b. arms
   c. abdomen
5. Are the arms important in the broad jump? Why?
6. Stoop Tag helps to strengthen the:
   a. arms
   b. legs
   c. back
7. If a game or dance is fast, tiring, and increases your breathing it helps to develop ____________.
8. The Chair Vault helps to develop (arm, leg) strength.
9. If you move clockwise you move to the (right, left).
10. If you move counterclockwise, you move to the (right, left).
11. In the shoulder rest, we must remember to:
    a. bend our knees
    b. keep our legs and thighs straight
    c. arch our backs

12. The inverted hang strengthens most the:
    a. arms
    b. legs
    c. back

May Test: Third Grade

1. In the Grand Right and Left, give your (right, left) hand to your partner and your (right, left) hand to the next person.
2. In changing directions in dancing the weight should be on the (heels, toes).
3. In Bat Ball the ball should be batted with the (first, open hand)?
4. In the game Elephants Fly, we learn mainly to:
    a. listen and follow directions
    b. run
    c. throw a ball
5. Which is the best way to run:
    a. on your toes
    b. flat on your feet

## Chapter 8

# THE FOURTH GRADE PROGRAM

## WHAT THE CHILD IS LIKE

By the fourth grade, both boys and girls have acquired considerable neuromuscular coordination. They can, therefore, perform locomotion movements with grace and sports skills with a considerable degree of skill. Children of this age are so active, that they must be protected from over-fatigue and overexcitement. They tire easily when activities involve long-continued efforts and their tendency to overdo makes it mandatory to observe rigid rules for sufficient rest and sleep. New skills of challenge can be introduced, but skills review should not be omitted. The prevalent gang spirit can be used to promote team games. Antagonism toward the opposite sex becomes more evident this year, and as boys are rougher than girls, some games should be segregated. It is important to promote social relations with the opposite sex through such mixed activities as folk and square dances.

## OBJECTIVES

1. Enough leg strength to do a standing broad jump one's own height and 3".
2. Enough arm and shoulder strength to do 20 chair or bench push-ups.
3. Enough abdominal strength to do 23 curl-ups.
4. Enough endurance to run continuously for 3 minutes.
5. Ability to throw and catch a softball with a partner 20 feet away.

6. Ability to bat a pitched softball.
7. Ability to serve (bat with hand) a volleyball across a line 15′ away.
8. Ability to dribble (successive short kicks) a soccer ball with the feet 8 yards, around an object, and 8 yards back.
9. Ability to kick a placed soccer ball between two objects four feet apart placed 15′ away.
10. Ability to touch hands to toes and head to knees in a sitting position with the legs spread.
11. Ability to perform highland step, two step, ¾ run.
12. Ability to do the following square dance patterns: Square for four, ladies chain, promenade, reel; to change partners during rhythm, to recognize and react immediately to tempo change in music.
13. Ability to walk forward on a 4″ wide, 12′ long balance beam (or a 4″ line on floor) to the middle of the beam, pivot, turn and gallop back.
14. Walk forward to the middle of the balance beam, kneel on one knee.
15. Skip the full length of the beam, first on the right foot, then on the left foot.
16. To accept success or failure (individually or as a team) with a good attitude and to accept one's part in a team effort.
17. To be able to make rules, to play by them, and to follow an activity through to its completion.
18. To learn activities which will be enjoyed in everyday play with a minimum of adult supervision.
19. To understand the dangers and safety precautions necessary for physical activities, especially campcraft and bicycling.
20. To understand how various activities develop different parts of the body.
21. To stress the importance of remaining active throughout our lives for physical and mental health.

## RHYTHMICAL ACTIVITIES

### Two-Step

This step is in 2/4 or 4/4 time. The count is "one, and, two, and." On count "one," children step diagonally left with the left foot. On count "and" they close the right foot to the left and transfer their weight. On count "two" they step diagonally forward again with the left foot. On count "and" they hold. Let them repeat the pattern beginning with the right foot. As they gain skill they should use gliding steps.

This is a basic social dance step and any modern record in 2/4 or 4/4 tempo can be used.

*Head Couple*—Couple No. 1 and No. 3 in a square, the couple standing with backs to the music is always Couple No. 1; the couple opposite Couple No. 1 is known as opposite or Couple No. 3.

*Ladies Chain*—Two couples face each other. Girls advance toward each other, touch right hands and pass right shoulders (4 steps); join left hands with opposite boys and place right hands on own waists; boys place right arms around girls' waists and pivot girls once around to the left in four steps. Couples finish facing.

*Reel*—First couple hooks right elbows, turn one and one-half times around so that the lady faces the gent's line and the gent the ladies' line. Lady hooks left elbow with the next gent in line and turns once, while gent hooks left elbows with the next lady in line and turns once. First couple now hooks right elbows once more and turns once; then each goes to the next lady and gent past the one just reeled, then back to each other until each one in the line has been turned.

### Shoo Fly (American) (2/4)

*Record:* Decca 18222; Folkraft 1185 and 1102.

*Formation:* Double circle; boys on inside.

*Description:*

Measures 1-2: Join inside hands; take 4 walking steps around circle CCW.

Measures 3-4: Face partner; walk backwards 4 steps.

Measures 5-6: Face diagonally left forward and walk forward 4 steps toward new partner.

Measures 7-8: Hook right elbows with new partner and walk around each other with 4 small steps.

Measures 9-16: In skating position, promenade CCW.

Chorus

Shoo fly, don't bother me! Shoo fly, don't bother me!
Shoo fly, don't bother me! For I belong to somebody.
I feel, I feel, I feel, I feel like a morning star!
I feel, I feel, I feel, I feel like a morning star!

### Seven Steps (Austrian) (2/4)

*Records:* Folkraft 1163; Folk Dancer MH-1048; Burns Album H-523; Methodist M-101; Victor 45-6172.

*Formation:* Couples in a double circle, facing CCW, boy on inside with his partner on his right. Inside hands joined.

*Description:*

Measure 1-4: Begin with outside foot, take 6 steps forward, CCW, turn with a jump facing the opposite direction.

Measures 5-8: Repeat CW.

Measures 9-10: Drop hands, take 2 running steps away from partner.

Measures 11-12: Take 2 running steps and jump back to place, finishing with both hands joined.

Measures 13-16: Turn partner by linking right elbows with 4 step-hops.

Measures 17-18: Repeat action of measures 9-10.

Measures 19-20: Turn and take 2 running steps and a jump toward the person to the right.

Measures 21-24: Swing with new partner.

### Norwegian Mountain March (3/4)

*Records:* Folkraft 1177; Burns Album B 345 and Album H 523; Victor 45-6173 and 20151.

*Formation:* Sets of three forming triangles, with sets arranged in large circle facing CCW. Number one as leader extends arms backward to join outside hands of numbers two and three; numbers two and three join inside hands.

*Description:*

Measures 1-8: Beginning with the right foot, run forward lightly with 24 running steps. Accent first step of each measure.

Measures 9-10: Number one moves backward with 6 small running steps under raised arms of two and three who do 6 small running steps in place.

Measures 11-12: Number two passes with 6 small running steps, under arch made by one and two, who do 6 running steps in place.

Measures 13-14: Number three turns in place with 6 running steps under arch formed by one and two, who do 6 running steps in place.

Measures 15-16: Number one turns under her own right arm with 6 running steps, two and three do 6 running steps in place. All finish in original position.

### Patty Cake Polka (American) (2/4)

*Records:* Honor Your Partner 301 and 401; Folkraft 1018; Folk Dance 1501; MacGregor 400; Columbia 36201; Old Timer 8005.

*Formation:* Couples in double circle, partners in social dance position with boys on inside.

*Description:*

Measures 1-2: Boys place left heel to side, point left foot in front. Girls use right foot. Repeat.

Measures 3-4: Boys take 4 slides left, girls slide to the right.

Measures 5-6: Boys place right heel to side, point right foot in front. Girls use left foot. Repeat.

Measures 7-8: Boys take 4 slides to right, girls slide to the left.

Measures 9-12: Clap partner's right hand 3 times, left hand 3 times, both hands 3 times, and slap own thighs 3 times.

Measures 13-16: Do a right elbow swing and boy moves to left to meet new partner.

### Life on the Ocean Wave (American) (6/8)

*Records:* Honor Your Partner 202; Capitol 4037; Old Timer 8059; Folkraft 1001; Folk Dance 1084.

*Formation:* Four couples in a square.

*Description:*

Measures 1-4: Two head ladies cross over and stand by the gentlemen.

Measures 5-8: Side ladies cross over and all join hands.

Measures 9-10: Honor your corner lady.

Measures 11-12: Honor your partners all.

Measures 13-24: Swing your corner lady and promenade the hall. Repeat with two head gentlemen and two side gentlemen.

Repeat entire dance until original partners are back together in their home position.

### Gustaf's Skoal (Sweden) (2/4)

*Records:* Victor 20998 and 45-6170; Methodist M-108; Burns Album B 347 and H 825.

*Formation:* Square, partners join inside hands.

*Description:*

Measures 1-4: Couples 1 and 3 walk forward 3 steps and honor; walk backward to place.

Measures 5-8: Couples 2 and 4 repeat.

Measures 9-16: Repeat all.

Measures 17-24: Couples 2 and 4 form an arch with inside hands. Couples 1 and 3 skip toward center, drop partners' hands, join inside hands with opposites, and skip under nearest arch. Drop hands and skip back to original place, where couples join both hands and turn in place with 4 skips.

Measures 25-32: Repeat Measures 17-24 with couples 1 and 3 forming the arch.

### Virginia Reel (American) (6/8)

*Records:* Honor Your Partner 205; Folkraft 1141 and 1249; Victor 20447; Columbia A-3079; Imperial 1092; Methodist M-104.

*Formation:* File formation, six couples, partners facing.

*Description:* This dance is very popular and it has several versions. Teachers can check the reference list for other forms of the dance.

Measures 1-4: Forward and back. Partners walk 3 steps to each other, ladies curtsy, gents bow. All return to own places.

Measures 5-8: Right hands around. Partners walk to each other, take right hands, and pass around each other and back to place.

Measures 9-12: Left hands around. Partners walk to each other, take left hands, and pass around each other and back to place.

Measures 13-16: Both hands around, etc.

Measures 1-4: Do-Si-Do. Partners walk around each other, passing right shoulder, then left shoulder and back to place.

Measures 5-16: First couple joins hands and slides down the set and back.

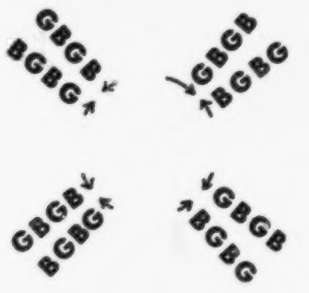
Measures 1-16: First couple right hands around one and a half turns so that the lady faces the gents' line and the gent faces the ladies' line. Lady turns around with left hand of the next gent in line and gent turns around with left hand of the next lady in line. First couple meets in center and turns around with a right hand clasp, then each continues to the next couple until the first couple reaches the end of the set.

Measures 1-8: First couple "hurries home", slides to the top of the set, and all dancers face the caller in file formation.

Measures 9-16: Cast off. All dancers follow first lady and first gent around outside set. First couple forms an arch and other couples pass under arch so that the second couple is at the top of the set. The dance is repeated until all couples have been at the top of the set. Repeat dance until all have had a chance to be first couple.

### Portland Fancy (American) (6/8)

*Records:* Folkraft 1131 and 1243, Honor Your Partner 207.
*Formation:* Lines of four, two couples in a line, lines facing.



*Description:*

As many lines of four can dance as space permits.

Measures 1-8: All groups of four couples join hands and circle 8 hands around CW.

Measures 9-12: Right and left through with opposite couple.

Measures 13-16: Right and left back to original places.

Measures 17-20: Ladies chain across.

Measures 21-24: Ladies chain back.

Measures 25-28: Forward and back.

Measures 29-32: Forward and pass right shoulders and meet new set of two couples. Repeat dance.

### Highland Schottische (Scottish) (2/4)

*Record:* Victor 21616; Burns Album B 341 and Album J 552.
*Formation:* Single circle, partners facing, boys facing CCW.

*Description:*

Measures 1-2: Touch right toe to right side, hop left, raise right foot in back of left knee, hop left; touch right toe to right side, hop left, raise right foot in front of left knee, hop left.

Measures 3-4: Slide right foot to right; draw left foot to right, cutting right out to side; leap right, hop right, swinging left foot in back of right knee.

Measures 5-8: Repeat action of measures 1-4 in opposite direction.

Measures 9-16: Repeat action of measures 1-8.

Measures 17-24: Partners link right elbows and hold left arms overhead; make 2 complete turns while doing 8 step-hops.

Measures 25-28: Partners link left elbows and hold right arms overhead; make complete turn while doing 4 step-hops.

Measures 29-32: With hands on hips, pass partner by left shoulders with 4 step-hops to meet a new partner.

### Crested Hen (Danish) (2/4)

*Records:* Methodist M-108; Folkraft 1194; Victor 21619 and 45-6176; Burns Album B 346 and Album H 527.

*Formation:* Set of three, two girls and one boy, join hands to form circle.

*Description:*

Measures 1-8: Begin with left foot, take 7 step-hops CW; stamp.

Measures 9-16: Repeat CCW with right foot, stamp, girls release hands but retain boy's hands and finish in line.

Measures 17-20: Right hand girl passes with 4 step-hops in front of boy, through arch formed by boy and left hand girl, to her own place. Boys turn left in place.

Measures 21-24: Left hand girl repeats action of measures 17-20.

Measures 25-32: Repeat action of measures 17-24.

### Oh Susanna (American) (2/4)

*Records:* Folkraft F-1017 and 1186; Decca 18222; Imperial 1080 and 1146; Victor 45-6178 and 20638.

*Formation:* Couples in single circle, facing center.

*Description:*

Measures 1-4: Girls take 3 skips to center and back to place.

Measures 5-8: Boys do the same.

Measures 1-4: Girls repeat.

Measures 5-8: Boys repeat.

Measures 9-16: On the chorus, partners face each other in a single circle, and do "Grand Right and Left" to the seventh person. Promenade with new partner CCW.

*Variation:*

Measures 1-2: Stamp 4 times in place.

Measures 3-4: Clap own hands 4 times.

Measures 5-8: Face and honor partners and then honor corners.

Measures 9-16: All join hands, forward and back 4 steps. Repeat.

Measures 1-4: Stamp 4 times in place, clap hands 4 times.

Measures 5-8: Swing partner with 8 skips.

Measures 9-16: Promenade with 16 steps.

## GAMES AND GAME SKILLS

### Three Deep

*Space:* Playground or gymnasium.

Players are in a double-circle, facing the center. One player is chosen as the runner and another is "It". The one who is "It" chases the runner, who is safe by stepping in front of any couple in the circle. The outside player of the couple immediately becomes the runner and the game continues. If the runner is tagged, he becomes "It" and the player who tagged him becomes the runner. The runner must go into the circle from outside when making it three deep but he may cut through while being chased.

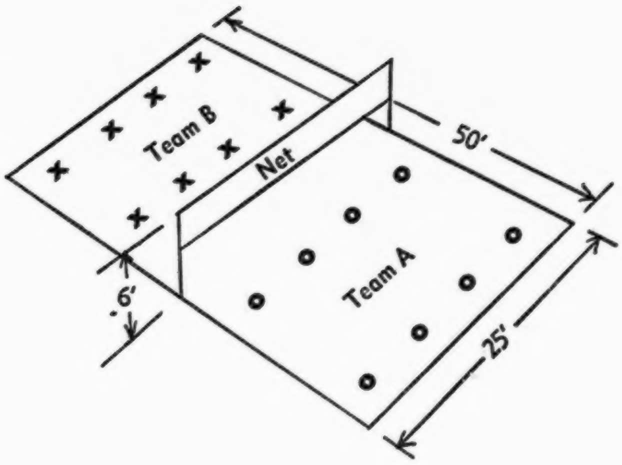
A runner may not run longer than twice around the circle. The leader should call time and choose another "It" if he is unable to catch the runner.

*Suggestion:* To speed up the game use a single circle and call the game "Two Deep".

### Newcomb

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided in two teams, one on each side of the net, which is set up 6 feet from the ground on a 25′ x 50′ volleyball court.



*Description:*

To start the game, a player from team "A" is given the ball, which he throws over the net. Any player from team "B" may attempt to catch the ball and return it across the net. Play continues back and forth until a team makes one of the following errors: fails to catch the ball, throws the ball out of bounds, or holds the ball more than five seconds before throwing it. One point is scored for the opposing team for any offense. High score wins. The duration of play must be set in advance or the game may be terminated when one team reaches a previously set point total.

This game develops ability to throw and catch a playground ball and to play in squad formation.

### Fist Fungo

*Space:* Same as above.

All players except one, the batter, scatter on the playing field. The batter holds a volleyball or playground ball in one hand and hits it toward the other players with an open hand or fist. Any player who catches the ball before it touches the ground exchanges places with the batter. Any player who gets the ball after it touches the ground attempts to hit the batter with the ball. The batter must not move his feet. If hit, the batter exchanges places with the fielder. If the batter isn't hit, he gets another turn.

### Run The Bases

Play is on a softball diamond. Two teams alternate being runners and fielders. There must be a pitcher, catcher, and one fielder by each base, with other fielders backing up base fielders.

The runners stand by homeplate and run the bases on a signal. On the signal, the pitcher throws the ball to the catcher who throws to the firstbaseman, the firstbaseman throws to the second baseman, second baseman throws to the third baseman, third baseman throws to the catcher. One point is scored every time the runner reaches a base ahead of the ball. After each team member has been a runner, teams exchange places.

### Softball Skills

*Throwing:* Hold ball tightly in hand, two fingers on top, thumb on side, and the third and fourth fingers on other side. Bring ball back of shoulder, head high with left side of body turned in direction of throw. Raise left arm and advance left foot bringing weight of body forward. Throwing requires practice until it is a well-formed habit.

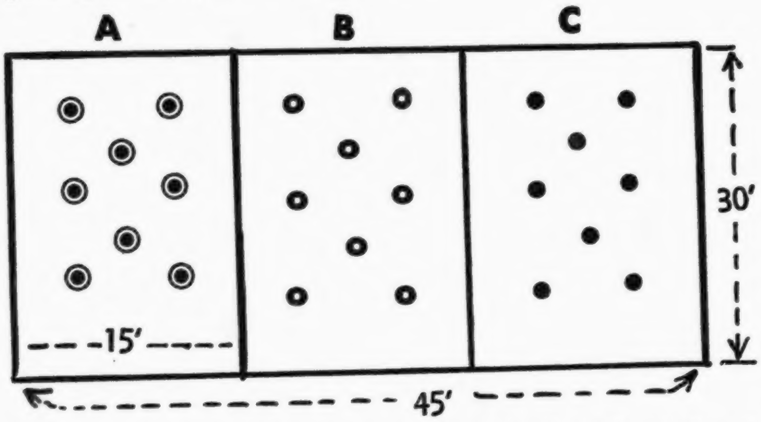
Overhand throw: The overhand throw should be a rhythmic motion with players throwing short distances at the beginning so the muscles will not be overworked or pulled. As accuracy improves, speed and distance should be increased.

*Catching the ball:* Until this is mastered, playing softball is difficult to play. Keep eye on the ball; use two hands until you gain confidence. Be relaxed, never fight the ball by pushing at it. Give with the force of the throw.

### Three-Court Dodge Ball

Space: Playground, gymnasium, or playroom.

Players are divided into three equal teams. Each team occupies a court, the size of which may vary according to the number participating and space available.



One player in the center court gets the ball and, at the signal to start, attempts to hit one of the opposing players. If he succeeds, the player who is hit leaves the game. As soon as the ball hits the ground it may be caught by any player. Any player hit with the ball is eliminated. Players may move freely in their own court, but cannot go outside their playing area except to retrieve the ball from out-of-bounds. Two minutes constitute a period. After each period a different team takes the center, and all players who have been hit re-enter the game. One point is scored against the team for every player hit. After three playing periods, total the points and the team with the lowest score wins.

### Army-Navy Ball

Two equal teams, "Army" and "Navy," are opposite each other in parallel lines about eight to ten feet apart. The ball is passed back and forth between the two teams. When a signal is given, the passing stops and the team not in possession of the ball scatters over a designated play area. The player with the ball attempts to hit one of the members of the opposing team. If he succeeds, one point is scored for his team and the game is continued. After a designated playing time, the team with the largest number of points wins.

### Soccer Dodge Ball

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two equal teams. One team stands on the outside of a circle; the other stands scattered inside the circle. One player on the outer circle has the ball on the ground beside his foot.

*Description:*

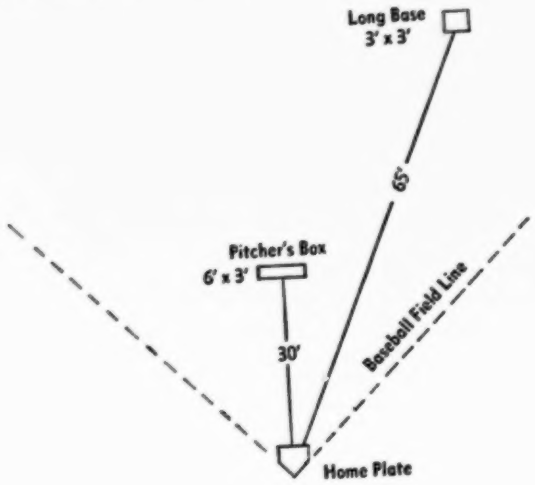
The outer circle player with the ball kicks it toward the center in an attempt to hit some player within the circle. The inside players try to keep away from the ball. After a given period of time, the teams exchange places. One point is scored for the outside team each time the ball hits an inside player. When both teams have had an opportunity to be kickers, the winner is the team with the most points. If an inside player touches the ball with his hands or body or steps outside the circle to avoid being hit, he is eliminated from the game. If the ball goes dead within the circle, the nearest player on the outside team retrieves it.

*Variation:* Instead of awarding points for hitting an opposing player, eliminate players who are hit. The winning team is the one which has eliminated the greater number of opponents within a specified playing time.

## Long Ball

*Space:* Playground, gymnasium or playroom.

*Formation:* Players are divided into two teams and the players are numbered. Each team selects a pitcher and catcher, with players rotating to these positions after each inning. The other players are fielders or batters.



Long Ball Court

*Description:*

A softball and a softball bat are used. When a batter hits the ball he runs to the base and, if possible, returns home, scoring a point if successful. Any hit is good and there are no fouls in the game. A base runner may stop on long base if it isn't safe to return home. Any number of runners may be on base at the same time. Runners may not steal home, but may run only when a ball has been hit by a batter, unless it is a fly ball that is caught. A batter is out if he strikes out (three strikes), is touched off base with the ball, steals a base, or throws his bat; if a fly ball is caught, or if he hits a ball which reaches long base before he does.

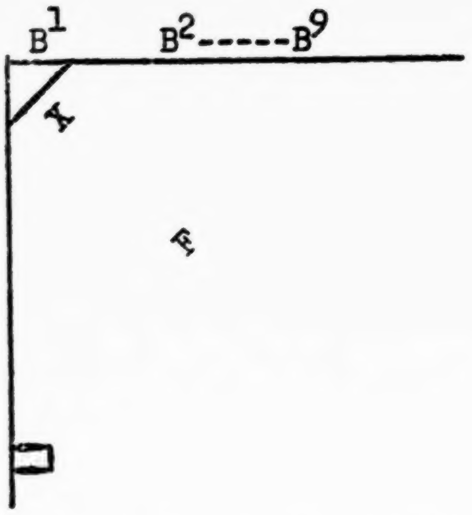
## Pin Ball

*Space:* Playground or gymnasium.

*Formation:* Two teams of equal numbers. Batters stand in line a safe distance from home plate. The fielders scatter in the play area no closer than 15 feet to home plate.

*Description:*

The batter hits the pitched playground ball on first bounce and runs to a base 25 feet to the right of home base and returns.



The fielders secure the ball and without taking more than one step pass the ball to another teammate or bowl the ball, attempting to knock down the pin that is located in front of home plate.

A player scores a run by hitting a fair ball and after making a continuous run arrives at home base before having the pin knocked down by the fielder. Outs are made only by knocking down the pin. One out retires the batting team.

Each team numbers-off and bats in the numbered order. If number six makes the last out in inning one, then number seven is the first batter for that team in inning two. The team with the most runs at the end of a set number of innings is the winner or the game may be played with a time limit.

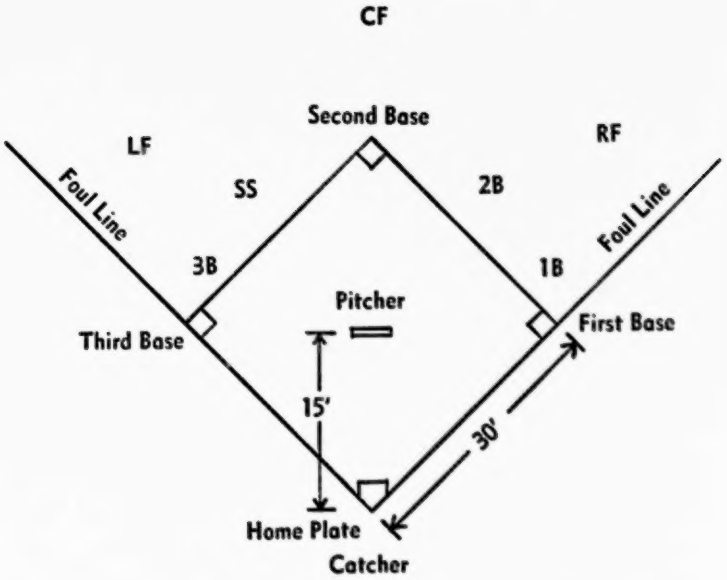
### Kickball

*Space:* Playground.

*Formation:* Players are divided into two teams, one in the field, the other at bat. The game is played on a softball field. The rules are similar to softball. Each team consists of nine players, but more can be used. There is a catcher, pitcher, first, second and third basemen, shortstop, left, center and right fielders (See figure).

*Description:*

The pitcher rolls a playground ball to the batter who attempts to kick the ball. Each batter gets one kick at the ball, fair or foul. If the ball is kicked foul or out of bounds, the batter is out. After kicking a fair ball, the batter must reach first base before the ball gets to the first baseman, who must be on the base as he



catches it from one of his teammates in order to get the batter out. The batter is out if he is hit by a thrown ball while running to any base, including first. A batter is out if a fly ball is caught. Teams change sides after three outs. No player may step off base until the ball is kicked by the batter. When a player goes around all the bases safely, he scores a run. The team with the most runs is winner. Play may be for 5, 7, or 9 innings.

### Hit Pin Kickball

*Space:* Playground, gymnasium or playroom.
*Formation:* Same as in Kickball.

*Description:*

The game is played like kickball except that Indian clubs are placed on the bases and home plate. The object is for the team in the field to knock down all four Indian clubs with the ball before the runner who has kicked the ball crosses home plate. The player who kicks the ball runs around all the bases without stopping. A batter gets three strikes at the ball, but is out if he or the pitcher knocks down the Indian club behind home plate.

### Call Soccer

*Formation:* Two equal teams face each other on parallel lines 25 to 30′ apart. Players on each team are numbered consecutively standing in opposite ends. (See Indian Club Snatch) A ball is placed between the two teams.

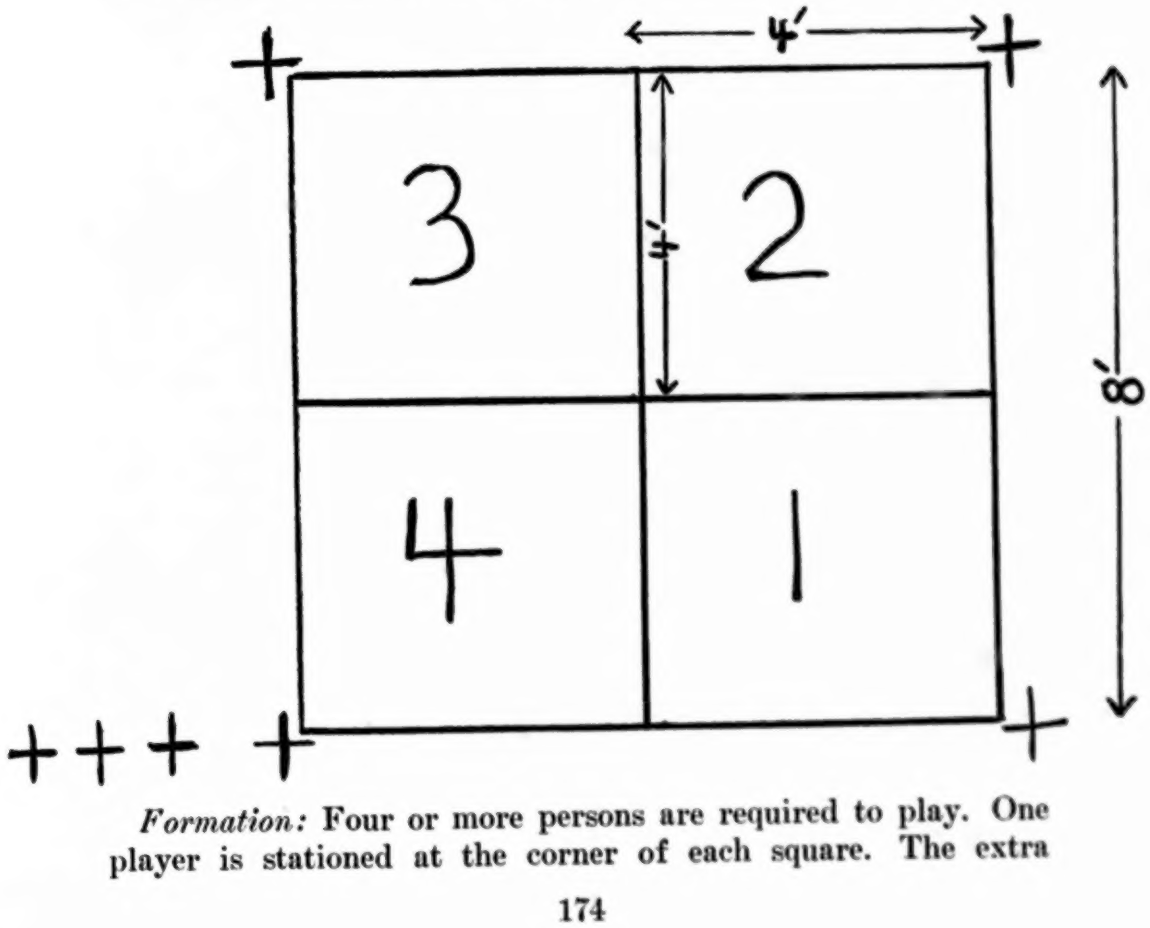
The leader calls out a number and two players, one from each team, run to the center, attempt to dribble the ball over the opponent's line. The line players attempt to stop the ball with any part of their bodies other than the hands and pass the ball to their team who attempt to score on the other team. If one of the called players kicks a ball over the opponent's line, he scores a point.

A free kick from twenty feet away is awarded if a player uses his hands on the ball, or if he pushes or holds his opponent. The leader calls time if the two called players are unable to serve or if the ball goes astray.

Introduce the game by having the called players walk to the ball and progress into running when number called.

## Four Square

*Court:* Paint a square (8′ x 8′) on your blacktop. The court may be constructed inside with masking tape or tempera paint. A temporary court may be drawn on the ground with a sharp instrument. Divide the large square into four 4′ x 4′ squares.



*Formation:* Four or more persons are required to play. One player is stationed at the corner of each square. The extra players line up five feet behind player No. 4. A volleyball is normally used for this game but a six or eight inch playground ball is an excellent substitute.

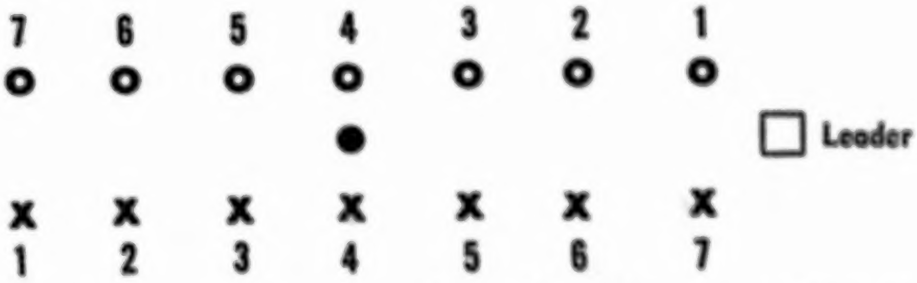
*Description:*

Player no. 1 starts play with a serve into square no. 3. The serve is made by bouncing the ball first in square no. 1 and then by tapping the ball into square no. 3 with the underhand motion. No. 3 receives the serve and then plays the ball underhanded into one of the other three squares. Play continues as each player taps the ball into another square until someone misses. A miss occurs whenever a player taps the ball into his own square, on a line, out of bounds, or fails to tap the ball after it has bounced in his square. The player who missed is "out" and takes his place in the line of extra players. All the other players rotate to fill the vacant square. (Examples: no. 2 missed no. 3 shifts to no. 2 square, no. 4 rotates to no. 3 square, an extra player fills no. 4 square and the "out" player takes his place at the end of line.) A player may step on a line or move inside his square to make a play but if he is struck by the ball while inside the square, a miss will be counted against him.

### Indian Club Snatch

*Space:* Playground, gymnasium, or playroom.

Two equal teams face each other on parallel lines from 15 to 20′ apart. Players on each team are numbered consecutively standing in opposite ends. An Indian club is placed between the two teams.



The teacher calls out a number and two players, one from each team, run to the center, try to snatch the club and bring it across their own line without being tagged, scoring one point. When both players have returned to place, another number is called and the game continues. The team scoring the most points is the winner. When two players grab the club at the same time, it is a draw and no points are scored.

## Soccer Skills

Since soccer provides many new skills it is essential that beginners spend a great deal of time in fundamental drills.

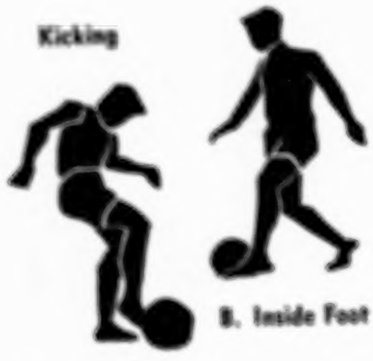
*1. Kicking:* Used to advance the ball forward or to pass to a teammate.

a. Kicking with the inside of the foot: Player stands with the non-kicking side turned in the direction the ball is to go, *i.e.*, when kicking with the right foot, the left side is turned; spread arms wide for balance. Swing kicking foot straight out to side, keeping on the line of the direction ball is expected to go. Bring the foot through to hit the ball squarely, just below the center. Follow through with the foot in the direction the ball is to go to attain proper direction.

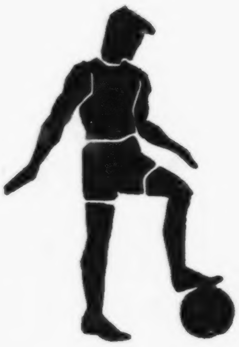
b. Kicking with the outside of the foot: Stand with the kicking side facing the direction the ball is to go. Spread arms wide for balance. Swing kicking leg across in front of body. Turning toe slightly inward and downward, bring foot through to hit ball squarely just below center. Follow through as in kicking with inside of foot.

c. Kicking with the instep: Stand with body facing direction ball is to go. Spread arms wide for balance. Swing kicking leg backward in straight line with direction ball is to go. Bring foot through to hit ball squarely just below center. Follow through as in kicking with inside of foot.

Kicking



*2. Trapping:* Used to stop the ball with the foot, leg, or chest. The ball may be trapped with the sole of the foot, the inside of the lower leg, the front of both legs, between the ankles. Trapping with the sole of foot and inside of the lower leg are the surest methods. The player should keep eye on oncoming ball. Spread arms wide for balance. Knee of supporting leg should be well-bent as ball is met. Meet ball slightly in front of body. Bend knee of trapping leg and bring foot or inside of leg down over the ball. Recover position quickly in order to pass. (See figure.)



Trapping: Sole of Foot

**Trapping: With the sole of the foot**

(From A A H P E R, *Physical Education for High School Students.* Washington: 1201 Sixteenth St., N.W., 1964. By permission.)

*3. Dribble:* Used to propel the ball while running. For dribbling straight ahead, the player should keep ball 10-12 inches in front of body. Rotate leg slightly outward and tap ball lightly with insides of feet. Use both feet, alternating taps. Keep eyes on ball most of time. Look up for direction before passing. For dribbling on a diagonal or turning, the same general procedure as above is followed. This type of dribbling may be done with only one foot contacting the ball. If traveling to the right, inside of left foot makes the contact and vice versa. Dribbling may also be done with the inside of one foot and the outside of the other. If traveling to the right, inside of left foot and outside of the right are used.

## BASKETBALL SKILLS PRACTICE

*Equipment:* One ball is advisable for every 6-10 players.

Adaptation to different sized groups: With the use of squad leaders, there may be as many groups as there are balls. The relays and other formations should be used for teaching the skills at first. After the skill has been acquired to some degree of success, a game may be made of the practice by having the groups compete—either against time or for the highest number of scores.

*1. For passing and trapping:*

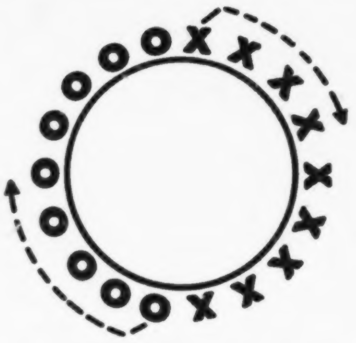
X1 ——————→ X2 ——————→ X3 ——————→ X4

Players are 15 feet apart. X1 starts the ball, passes to X2 who stops the ball and passes to X3. When the ball reaches the last player, all face in the opposite direction and the ball is passed back again. This can be used as a relay with lines of equal numbers.

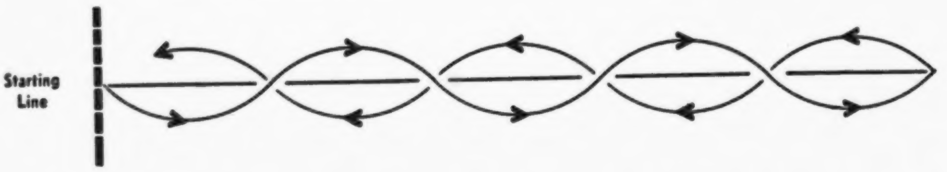
2. *Dribbling:*

a. Dribbling straight ahead: shuttle relay formation. Player No. 1 dribbles the ball across to No. 2 and goes to end of that line. No. 2 takes the ball back across and goes to the end of that line, etc.

b. Dribbling on a curve: circle formation. In order to have a large circle, it is better to combine two groups and use two balls. Divide the circle into two halves, the players on one side competing against the players on the other side of the circle. Start the balls on opposite sides of the circle.



After all players have dribbled the ball around the circle in clockwise direction, have them reverse direction.



Time: 30 seconds. Whistle is blown to start and at the end of 30 seconds.

Procedure: Ball is placed on the starting line. Clubs or chairs are placed five feet apart, starting at beginning point (see Figure). At starting whistle, the performer dribbles to the right of the first club, to the left of the second, and continues to weave between the clubs, past the last club and then returning. At the end of 30 seconds, whistle is blown and performer stops wherever he is.

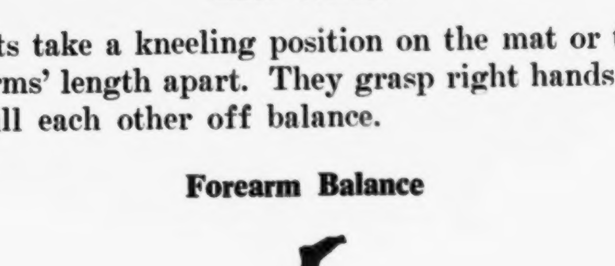
## STUNTS AND SELF-TESTING ACTIVITIES

### Frog Hand Stand

Performer should squat so that his hands are flat on the floor, somewhat turned in, elbows inside thighs and pressed hard against knees, feet close to hands. He leans forward slowly, transfers the weight of his body onto his arms and hands, and lifts his toes from the floor. He holds this position 5 to 20 counts. Head should be held up for balance.

### Cartwheel

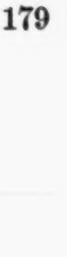
The cartwheel is a lead-up trick to the round-off. To start, the student should realize in which direction he will turn. In order for him to understand this, have him jump in place and do a half twist. If the student turns to the right, he should be encouraged to place the right hand on the mat first. The reverse is true if he turns to the left. To do the cartwheel, the student places either hand on the mat or ground, follows it by the other hand, a foot, and then the other foot (i.e. right hand, left hand, left leg, right leg; or left hand, right hand, right leg, left leg).



### Knee Wrestle

Opponents take a kneeling position on the mat or the ground about an arms' length apart. They grasp right hands and try to push or pull each other off balance.

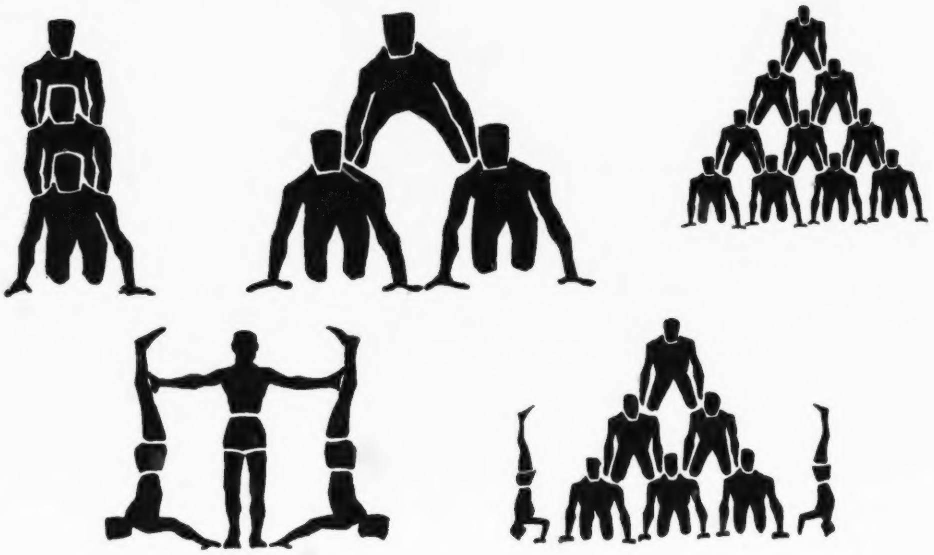
### Forearm Balance



Child assumes a kneeling position with palms and forearms on the floor. He lifts one leg then the other leg to a vertical position. Be sure that the head is lifted, back arched, and toes pointed.

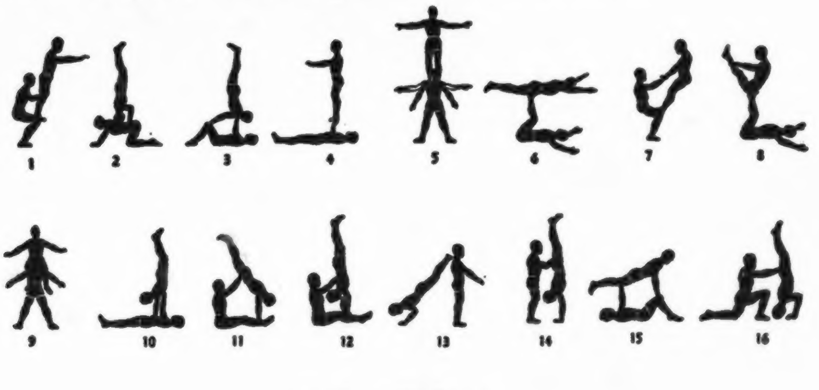
### Pyramids

Children enjoy making up their own pyramids and showing them to other class members.



### Dual Stunts

Children enjoy performing stunts with partners.



### Sitting Balance

One child lies on his back and bends his knees to his chest with his feet parallel to the floor. The second child, with his back toward the first, sits on the first child's feet. The first child straightens his legs and pushes the second child to a sitting balance position. The second child should keep his legs out straight and raise his arms sideward for balance.

### Indian Wrestle

Two players lie on their backs, side by side but facing in opposite directions, with right elbows locked. On count, each swings inside leg up, hooks opponent's knee, and tries to move him. Three out of five trials determine the winner.

### Balance Beam Exercises

1. Gallop forward with left foot always in front of right foot.
2. Gallop forward with right foot always in front of left foot.
3. Walk forward to center, kneel on one knee, rise, and continue to end of beam.
4. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
5. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
6. Skip full length of beam.
7. Walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam.
8. Allow children to makeup routines of stunts learned on the balance beam.

### Rope Jumping

*Skipping:* Stand on right foot and hop on right foot while rope passes under; step on left foot, hop on left.

*Running:* The player runs in place with no hops between steps.

*Single Jump:* Keep feet together and jump with no intervening hops.

*Double Jump:* Keep feet together and jump with intervening hops.

*Backward Skipping:* Any of the previous skips may be used with the rope rotating backwards.

*Skipping on One Leg:* One leg is held off the floor while skipping on the other leg.

*Stiff Leg Kick Forward:* The player jumps the rope with one foot and then the other, keeping the other leg stiff at the knee and raising it forward on each skip.

*Stiff Knee Kick Backward:* Same as above, except leg is kicking backward.

*Spread Eagle:* Jump the rope with feet spread wide.

*Crossed Foot Jump:* The rope is jumped with the feet crossed, alternating the position of the feet with each jump.

*Top Step:* Use a shuffle step following each jump.

*Buck and Wing:* Click the heels together between jumps.

*Cross Hands:* Cross hands following each jump.

*Rocking:* One foot is kept ahead of the other, the weight shifting or rocking from one to the other to let the rope pass under.

Rope-jumping develops leg strength, rhythm, and coordination.

## Track and Field

Teachers should receive the following third grade activities: standing broad jump, running broad jump, and the left and right hop relay.

### *Standing Start*

"Take your mark"—Stand with the left foot forward, with the toe near the line.

"Get Set"—Bend the knees slightly and place the weight forward. Extend the left arm forward with the elbow slightly bent and extend the right arm diagonally backward and downward.

"Go"—Take a quick step forward with the right foot. Bring the left arm downward and backward and the right arm forward and upward as the right foot touches the ground. After the start, swing each arm opposite the leg action.

*A Drill:* Take the starting position and on the commands run for a distance of 20 yards. Repeat this drill until the starting commands have been learned.

### *Races*

A stop watch should be used for timing races. For fourth graders 50 to 75 yard dashes are long enough. Let the children learn how to start a race, "On your mark, get set, go" (whistle or clapping wooden blocks). Children should be taught to use and read a stop watch to the tenth of a second, and how to record results on a score card.

### Bicycling

By the time children are 9 or 10 years of age, most of them own bicycles. Bicycling is excellent exercise, but bicycle safety should be stressed in school to curtail the number of injuries and deaths from bicycle accidents.

On the school parking area a bicycle safety course can be laid out with tempera paint or chalk. Traffic officers may help set up the course and bringing traffic signs for it, or the children can make the signs to be used year after year.

Bicycle safety rules and the meaning of traffic signs and arm signals can be discussed. Each child can then ride the "course", using the proper signals and obeying the signs.

A bicycle club can be formed for after-school activity. This club could take bicycle trips, sponsor bicycle races, and encourage bicycle safety routes in the community.

For additional ideas and information, write to the Bicycle Institute of America, Inc., 122 East 42nd Street, New York, N. Y.

## OUTDOOR EDUCATION

Rules of fire safety:

1. Have a safe clean place to build a fire.
2. Collect all materials needed before you start.
3. Have some sand or water on hand to put out the fire before building it.
4. Handle matches carefully when lighting the fire and break them when the fire is lit.
5. Do not play in the burning materials.
6. As soon as you are through using the fire, put it out completely.

A *safe place* is one which has been cleared of all dry leaves, twigs, and roots. It has no trees or brush hanging over it. Use rocks to build a ring around the area.

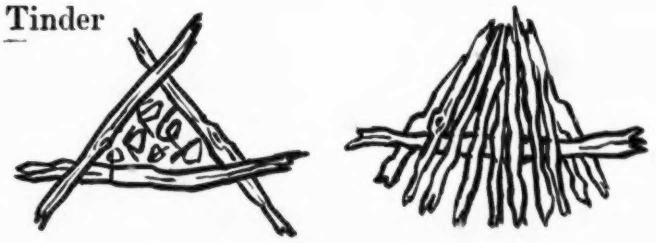
*Three materials* are needed before you light the fire: *tinder*, small light material; *kindling*, dry sticks and twigs; and *fuel*, such as logs or charcoal.

In laying the fire, first put on tinder, then kindling, then the fuel.

In lighting the fire, keep your body between the foundation fire and the wind.

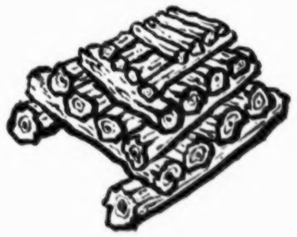
Give the fire lots of air after it is lit.

Two easy types of fires to set are the tepee and the crisscross.



Step 1 Step 2

TEPEE FIRE



CRISSCROSS

**EVALUATION**

The AAHPER Physical Fitness Test or some other valid fitness test should be administered in the fourth grade. Some test items were started in the third grade as an indication of the child's physical fitness level.

Skill tests should be administered in the spring hand-eye and foot-eye coordination. The time is left up to the teacher's disgression. One test should be given per day substituting for one of the activities on the block plan.

Key for Scoring: E-excellent; G-good; P-poor; F-failure.

**HAND-EYE COORDINATION**

| Name | Ability to throw basketball overhand, underhand, or sidearm and hit 4′ target 18′ away 3 out of 5 times. | Ability to catch a softball thrown by another player 20′ away 5 out of 7 times. | Ability to catch a ground ball 3 out of 5 times. | Ability to serve a volleyball across a line 15′ away. |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## FOOT-EYE COORDINATION

| Name | Ability to jump a single rope 20 times. single rope 20 times. | Ability to kick a placed soccer ball and hit a 3 x 3 target 15' away. | Ability to dribble a soccer ball with the feet 8 yards around an obstacle and 8 yards back in 30 seconds. |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## SWIMMING EVALUATION

Must be able to pass Red Cross Beginner Swimming Course (p. 53 in Water Safety Instructor's Manual).

Content: Breath holding, rhythmic breathing, prone float, prone glide, back float, back glide, backkick glide, finning and flutter kick, human stroke and flutter kick, changing position, change of direction, turning over, leveling off, jump into deep water, release of cramp, assisting non-swimmer to feet, and reaching assists.

### Fourth Grade Progress Charts

These are not to be used as a basis for a grade but to indicate the student's progress. Key for scoring: E-excellent; G-good; P-poor; F-failure. F (fall) S (spring).

| **SOCIAL** | Names | | | | | |
|---|---|---|---|---|---|---|
| 1. Learn to cooperate with and be loyal to a group. | F | | | | | |
| 2. Develop good leadership qualities and be a good follower. | S<br>F | | | | | |
| 3. Enjoy an activity whether he wins or loses. | S<br>F | | | | | |
| 4. Develop ability to exercise judgment and profit from mistakes. | S<br>F | | | | | |
| 5. Honesty in keeping scores. | S<br>F | | | | | |
| 6. Courtesy and tolerance of others' mistakes. | S<br>F | | | | | |
| 7. Care and distribution of equipment. | S<br>F | | | | | |
| **SAFETY** | | | | | | |
| 1. Care and use of equipment. | S<br>F | | | | | |
| 2. Spotting. | S<br>F | | | | | |
| 3. Safe outdoor experiences. | S<br>F | | | | | |
| | S | | | | | |

## RHYTHMS

| Name | | | | | | |
|---|---|---|---|---|---|---|
| Recognize and react to tempo change | | | | | | |
| Change partners during rhythm | | | | | | |
| Promenade | | | | | | |
| Reel | | | | | | |
| Step-hop | | | | | | |
| 3/4 run | | | | | | |
| Slide | | | | | | |
| Gallop | | | | | | |
| Heel and toe | | | | | | |
| Basic locomotor skills | | | | | | |
| Bounce ball in rhythm to music | | | | | | |
| Leap, slide, run in 2/4, 3/4, 4/4 time | | | | | | |

## GYMNASTICS

| Name | Horse | Beam | Parallel Bars | Rope |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## WRITTEN TESTS

### Test Number 1

A. Matching

1. Relay (a) a team of people performing a series of skills
2. Game (b) a feat or skill usually performed by one person
3. Rhythm (c) a contest played by a set of rules
4. Stunt (d) moving the body in a pattern, usually to music
(e) a test of strength

B. Fill in the blanks telling whether each of the following is a *stunt*, a *game*, or a *rhythm*.

1. Ve David ____________________
2. Barley Break ____________________
3. The Roberts ____________________
4. Wheelbarrow ____________________
5. Frog Hand Stand ____________________
6. Bears and Cattle ____________________
7. Klappdans ____________________
8. Gustaf's Skoal ____________________

C. Underline the correct answer:

1. End Zone soccer improves (a) arms; (b) legs; (c) fingers.
2. Jumping a single rope strengthens (a) arms; (b) legs; (c) shoulders.
3. Throwing a softball strengthens (a) arms; (b) legs; (c) feet.
4. The Inchworm strengthens (a) arms; (b) feet; (c) fingers.
5. Walking a beam improves (a) feet; (b) arms; (c) balance.

Key:

| | | |
|---|---|---|
| A. 1. a | B. 1. stunt | C. 1. arms |
| 2. c | 2. game | 2. legs |
| 3. d | 3. dance | 3. arms |
| 4. b | 4. stunt | 4. arms |
| | 5. stunt | 5. balance |
| | 6. game | |
| | 7. rhythm | |
| | 8. rhythm | |

## Test Number II

A. Multiple choice

1. In the Frog hand stand, you must balance on (a) head; (b) one foot; (c) hands.
2. Which of the following is a quiet game? (a) 4-court dodge ball; (b) Boiler Burst; (c) Keep Ahead.
3. The Roberts uses (a) Highland step; (b) Scottische step; (c) Two-step.
4. Which can be played inside on a rainy day? (a) End Ball; (b) Skin the Cat; (c) Bears and Cattle.

B. 1. Name two games that help to develop speed.

2. Name three tagging games we have played.
3. What two stunts that we have done did you enjoy most?
4. When working on the balance beam, what is your partner called?

C. 1. Have you played any of the games or stunts we have learned at school while you were at home?

Key:

| | | |
|---|---|---|
| A. 1. c | B. 1. Individual choice | C. 1. Individual choice |
| 2. c | 2. Individual choice | |
| 3. c | 3. Individual choice | |
| 4. | 4. Spotter | |

## Test Number III

A. Multiple choice

1. In the Sicilian Circle, one uses the (a) ladies chain; (b) Highland step; (c) waltz step.
2. In the Cumberland Square, one uses the (a) waltz; (b) schottische step; (c) polka.
3. In the soccer relay, one (a) dribbles the ball with his feet; (b) dribbles the ball with his hands; (c) throws the ball.
4. The Coffee Grinder is a stunt for (a) two people; (b) one person; (c) three people.
5. When pitching, the pitcher should keep his eye on (a) the ball; (b) his hand; (c) the catcher.
6. When one jumps, he should land on (a) both feet with knees bent; (b) both feet with knees stiff; (c) one foot with knees bent.

B. Match the game with the ability required:

1. Battledore and Shuttlecock
2. Tin Can Pitch
3. Backward and forward rolls
4. Jump rope

(a) arm strength
(b) hand-eye coordination
(c) leg strength
(d) flexibility
(e) back strength

Key:

A. 7. a, 2. b, 3. a, 4. b, 5. c, 6. a.
B. 1. b, 2. a, 3. d, 4. c.

Test Number IV

A. Multiple choice

1. The purpose of "Keep It Up" is to strengthen
   a. leg muscles
   b. arm and shoulder muscles
   c. abdominal muscles

2. Bat-ball is a lead-up activity to
   a. basketball
   b. football
   c. baseball

3. What is the purpose of the game "Crows and Cranes"?
   a. change directions quickly
   b. hop
   c. march in a circle

4. The Virginia Reel is danced in
   a. line formation
   b. circle formation
   c. square formation

5. What step is used in the waltz?
   a. square step
   b. running step
   c. skipping step

B. Matching

1. When catching a ball, the eye should be kept on

a. polka step
b. four couples

2. When you run, you should run on
3. In a square dance "square", there are
4. A stunt that requires 2 people is
5. The "Klappdans" use a
6. The "Sicilian Circle" uses a

c. ball
d. three couples
e. toes
f. Chinese sit-up
g. Coffee Grinder
h. Ladies Chain formation

C. True-False

1. It is important to swing your arms doing the broad jump.
2. In tagging, a player should be tagged on the head.
3. The push-up is a test of speed.
4. You run farther in the 50-yard dash than in the shuttle run.

Each child's progress in each activity is to be recorded in the fall and spring by the teacher.

Key: E-excellent; G-good; F-fair; P-poor.

Answers to Test Number IV:

A. 1. b
2. c
3. a
4. a
5. a

A. 1. c
2. e
3. b
4. g
5. a
6. h

C. 1. T
2. F
3. F
4. F

Outdoor Education Safety

(Except for the first two items, the following test is written.)

Name..................................................................

1. Use the correct knot to join two ropes of unequal size.
2. Tie a square knot.
3. List two ways of putting out a fire properly.
4. What three types of wood are needed to build a fire?
5. What is the name of the basic fire structure?
6. List two ways of cooking food while camping out.
7. What may a clove hitch be used for?
8. List five rules of bicycle safety.

## Chapter 9

# THE FIFTH GRADE PROGRAM

### WHAT THE CHILD IS LIKE

Children of this age are organized and competitive. They are adventurous and enjoy an element of danger in their activities. They display broadening interest in team games, especially those that demand vigorous activity. Through team play, the need to belong which manifests itself in gangs can be satisfied in the physical program.

There must be a constant attempt to keep a balance between physical, social, mental, and emotional growth of the fifth grade child.

### OBJECTIVES

1. Ability to do the standing broad jump (boys—5 feet; girls—4 feet 7 inches).
2. Ability to do pull-ups (boys—2 full; girls—flexed arm hang 7 seconds) or to hand walk a horizontal ladder 12 feet for girls, 15 feet for boys.
3. Ability to do sit-ups (boys—41; girls—31) or to raise feet to a 15 degree angle and hold ten seconds then lower slowly.
4. Strengthen back and lower back.
5. Ability to do 600 yard run-walk (boys—2′ 33″; girls—2′ 48″) or to take part in active play for 45 minutes.
6. Ability to do 50 yard dash (boys—8.2 sec.; girls—8.6 sec.) or to run bases for softball, reaching for the inside of the bases, in 27 seconds.
7. Ability to bat a softball into fair territory 4 out of 7 times for girls, 5 out of 7 times for boys.

8. Ability to throw a softball (boys—87 feet; girls 41 feet).
9. Ability to catch a softball, soccer ball, basketball, and volleyball, thrown from 30 feet for boys and 20 feet for girls, 5 out of 7 times.
10. Ability to dribble a basketball a minimum of 25 feet for boys and 20 feet for girls.
11. Ability to shoot 3 out of 10 shots from under a basketball goal for boys and 2 out of 10 times for girls.
12. Ability to throw a basketball a minimum of 15 feet using the chest pass.
13. Ability to volley a volleyball 5 times in succession to self.
14. Ability to serve a volleyball over a net 6 feet 6 inches high from a distance of 15 feet 2 out of 5 times for girls, 3 out of 5 times for boys.
15. Ability to hit a life-size moving object with a ball from a distance of 20 feet for boys and 15 feet for girls.
16. Ability to trap between feet a soccer ball 4 out of 7 times for boys and 3 out of 7 times for girls.
17. Ability to drop-kick a soccer ball 30 feet for boys and 25 feet for girls.
18. Ability to perform these gymnastic stunts: 5 forward, 5 backward rolls in succession; head stand; scale; hang by knees; hand-knee balance; chest balance; build pyramids.
19. Ability to continue skills in basic dance steps (walk, hop, skip, slide, leap) alone and with a partner to the tempo of the music.
20. Ability to do basic steps involved in square dances, polkas, schottische, waltzes, and social dances.
21. Ability to shuttle run (boys—11.3 seconds; girls—12 seconds).
22. Ability to solve group and personal problems at play.
23. Ability to realize personal deficiencies and accept constructive criticism to improve them.
24. Ability to plan team play as a group and to carry out these plans in after-school activities.
25. Ability to understand the basic physiology of the body during exercises.
26. Ability to understand the following values of physical education:

1. Physical and organic growth
2. Development of skills
3. Development of good social traits
4. Emotional development
5. Development of safety skills
6. Development of recreational skills
7. Development of enjoyment of the program

## ACTIVITIES

### RHYTHMICAL ACTIVITIES

Many of the rhythms learned in the fourth grade can be reviewed in the fifth grade. The square dance steps and figures should be repeated because they call for rapid exchange of partners. Fifth grade square dancing should use the run or shuffle as the basic step rather than skipping.

Boys and girls should be encouraged to bring current records to make up dance steps. They can teach each other the various steps.

**Cotton-Eyed Joe (American) (2/4)**

*Record:* Imperial Record 1045, Capitol 4016, Folkraft 1035, MacGregor 604, Longhorn 201, Folkraft 1124, 1255.

*Formation:* Couples in double circle, boys inside with their backs to the center; partners hold hands in closed or social dancing position.

*Dance:* Described for boys—girls do opposite.

Measures 1-2: Heel and toe and a two-step left; touch the left heel to the side and then the left toe in back of the right heel; two-step left.

Measures 3-4: Heel and toe and a two-step right.

Measures 5-8: Repeat measures 1-4, starting on right foot.

Measures 9-10: Two-step away and back to your partner; circle away from partner, boy traveling counterclockwise, and girl clockwise, using four two-steps and back, partner taking the original position.

Measures 11-12: Push steps left. Four push steps, moving to left.

Measures 13-14: Push steps right. Repeat, starting right.

Measures 15-16: Two-step and change partners.

Do four regular two-steps or polka steps in closed social dance position, turning clockwise. A "mixer" may be used in this dance by having the boy turn the girl to her right under his raised left arm to her new partner ahead on the third and fourth two-steps, while he drops back to meet his new partner.

Other two-steps include four from America—Boston two-step, circle, records Imperial 1093 or Folk Dancer MH 3001; Glow Worm, couples in double circle, records Four Star 1365 or Windsor 7613; Oxford Minuet, record Decca 25059B; and Tuxedo, circle, Decca 25059. Road to the Isles from Scotland uses couples in double circle formation, and is on records Folkraft 1095 or 1416 and Imperial 1005. From Denmark comes Sextur, using a circle formation on Folk Dancer record MH 1021.

### Troika (Russian) (2/4)

*Record:* Methodist 105, Kismet Record 104; Folkraft 1170.

*Formation:* Triple circle; each boy is between two girls; girls' inside hands join boy's; outside hands on hips.

*Dance:*

Measures 1-2: Take 8 short running steps counterclockwise.

Measures 3-4: Take 8 short running steps backward to place.

Measures 5-6: Boy holds right-hand partner's hand high; left-hand partner runs under the arch with short running steps; boy turns to right under his own right arm; finish in original positions.

Measures 7-8: Repeat with right-hand partner running under arch made with left-hand partner.

Measures 9-12: The three form circle and run counterclockwise with 12 steps; stamp 3 times.

Measures 13-18: Repeat action of measures 9-12 clockwise; girls drop hands; boy runs to set in front.

*Other polkas:* Komarno, Czechoslovakia, is a single circle polka. Records are Imperial 1091A and Honor Your Partner 401. Senftenberger, Germany, is a couples in circle polka. Record is Imperial 1101.

### Red River Valley (American) (2/4)

*Records:* Honor Your Partner 207; Methodist M-104; Folkraft 1056; Imperial 1096; MacGregor 82 and G 666; Windsor 7129 and 7429. Old Timer 8001; Folk Dancer 1088 and 3013.

*Formation:* Four couples in a square, or in a circle as a mixer.

*Description:* Square formation.

Measures 1-4: Allemande left.
Measures 5-8: Grand right and left.
Measures 9-12: When you meet your own, you promenade home.
Measures 13-16: Swing partners (with your Red River Girl).
Measures 1-4: Couples right and you circle.
Measures 5-8: Swing with the other fellow's girl.
Measures 9-12: Step right back and you honor.
Measures 13-16: Swing your own Red River Girl.
Measures 17-20: First couple to the right and balance.
Measures 21-24: Circle to the left and to the right.
Measures 25-28: Swing with the opposite lady.
Measures 29-32: Then swing with your Red River Girl.
Measures 33-36: Lead to the third and fourth couple. Repeat the dance with second, third, and fourth couples.

### Brighton Camp Mixer (2/4)

*Record:* Folkraft 1250.

*Formation:* Two sets of partners facing; all sets forming a circle. Partners join hands.

*Description:*

#### Part I

Measures 1-4: Right hand star. All four join right hands and walk forward.

Measures 5-8: Left hand star. Drop right hands; join left hands, and repeat action of measures 1-4.

#### Part II

Measures 1-4: Girls do-si-do (See Chapter 7).
Measures 5-8: Boys do-si-do.

#### Part III

Measures 1-4: Girls chain to opposite boy (See Chapter 8).
Measures 5-8: Girls chain back to place.

#### Part IV

Measures 1-2: Forward walk and bow to opposite couple.
Measures 3-4: Walk backward to place.
Measures 5-8: Walk forward to new couple, passing opposite couple by right shoulder.
Repeat dance facing the new couple.

## Captain Jinks (American) (6/8)

*Records:* Folkraft 1070, 1155 and 1240; Shaw 133, Folk Dancer 3013; Methodist M-103.

*Formation:* Square or single circle, facing center, boy's partner on his right.

*Description:* For square.

Measures 1-4: Forward and back 4 steps.
Measures 5-8: Repeat.
Measures 9-16: Promenade 16 steps.

### Part I

Measures 1-4: Do-Si-Do with partners all and corners all.
Measures 5-8: Do-Si-Do with partners all.

### Part II

Measures 9-12: Allemande left with corners all.
Measures 13-16: Allemande right with partners all.

### Part III

Measures 1-4: Balance to corners all.
Measures 5-8: Swing the corner lady.

### Part IV

Measures 9-16: Promenade with corner lady.

*Variation:* For single circle.

Measures 1-4: Walk CW around circle.

Measures 5-8: Boys link right elbows with partners, skip around and finish in a double circle, boys on inside, inside hands joined.

Measures 9-16: Skip around circle CCW.

Measures 17-18: Stop in single circle, face and honor partner, honor neighbor (girl on boy's left).

Measures 19-20: Swing neighbor.

Measures 21-24: Promenade with neighbor. Repeat dance.

## La Raspa (Mexican) (2/4)

*Records:* Honor Your Partner 104; Methodist M-106; Columbia 38185; Pioneer 3006; Folkraft 1190.

*Formation:* Double circle, boys on the inside, partners forming with both hands joined.

*Description:*

Measures 1-2: All hop on left foot, place right heel forward; hop on right foot, place left heel forward; hop on left foot, place right heel forward.

Measures 3-8: Repeat 3 times.

Measures 9-12: Partners join right elbows with left arms raised over head, skip around each other in place.

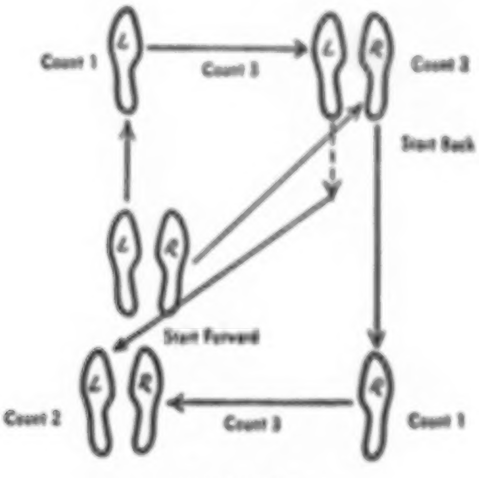
Measures 13-16: Repeat skip with left elbows joined. Boys move to their left to new partners and repeat the dance.

### Box Waltz Step (3/4)

The box waltz step is basic to social dancing.

*Description:*

| | |
|---|---|
| Step forward left | Count 1 |
| Step sideward right | Count 2 |
| Close left to right—take weight left | Count 3 |
| Step back right | Count 1 |
| Step side left | Count 2 |
| Close right to left—take weight right | Count 3 |



Waltz Box Step

### Rye Waltz (American) (4/4)

*Records:* Folkraft 1103; MacGregor 3098; Old Timer 8009; Shaw 143; Imperial 1044; Folk Dancer 3012; Evans Album IV 404.

*Formation:* Couples in ballroom dance position, arranged in a circle.

*Description:*

Measure 1: Hop on outside foot and touch floor with inside heel to side; hop on outside foot and touch inside toe behind heel. Repeat.

Measure 2: Take 3 slides toward center of circle.

Measure 3: Repeat action of Measure 1, beginning hop on inside foot.

Measure 4: Take 3 slides back to original place.

Measures 5-8: Repeat all.

Measures 9-27: Waltz turn around in circle.

### Weggis (Swiss) (2/4)

*Records:* Folk Dancer MH 1046; Imperial 1008; Methodist M-101 B; Folkraft 1160; Burns Album F 777 and Album H-322.

*Formation:* Double circle, partners facing CCW, boys on inside.

*Description:*

Measures 1-8: Hands in skating position, do 4 heel-toe polka steps, starting with left foot.

Measures 9-12: Face partners, hands on hips, take one schottische step moving away from partner, then one schottische step back to place.

Measures 13-16: Boys place their hands on girls' waists and girls place their hands on boys' shoulders, take 4 step-hops around partner beginning with left foot.

Measures 1-16: Repeat.

Measures 1-8: Face partner in single circle with both hands joined; do a heel-toe polka into center; one back to place; repeat.

Measures 9-12: Take one schottische step away from partner; one schottische step back to place.

Measures 13-16: Repeat 4 step-hops, turn CW.

### Maypole Dance (English) (4/4)

*Records:* Victor 20990 and 45-6181.

*Formation:* Double circle around the Maypole, all facing CW, boys on the inside.

*Description:*

Part I

Measures 1-7: Join inside hands; skip around circle.

Measure 8: All face center; all join hands in a single circle.

Measures 9-12: All take 4 skips toward center and 4 steps back to place.

Measures 13-16: Repeat measures 9-12.

Measures 17-20: Face partner; do right elbow swing.

Measures 21-24: Repeat with a left elbow swing.

### Part II

Measures 1-8: Repeat measures 1-8.

Measures 9-12: Boys take 4 skips toward Maypole; pick up streamers; take 4 steps back to place.

Measures 13-16: Girls repeat measures 9-12.

Measures 17-20: Face partner, hold streamer in right hand.

### Part III

Measures 1-16: Grand right and left skipping; hold streamers tight.

Measures 17-20: All skip toward pole, drop streamers, skip back to place.

Measures 21-24: All face CCW.

Measures 1-12: Partners join inside hands and skip around in circle, drop hands.

Measures 13-24: Face CW, join hands, skip around in large circle.

## Swanee River Mixer (4/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Form a double circle, gents on inside, ladies on outside, partners facing. All take hands with partners.

### Part I

Measures 1-4: All take 2 slow slides, followed by 3 fast slides going to gents' left and ladies' right. Repeat in opposite direction.

### Part II

Measures 5-6: Gents step to the left with their left feet, ladies to the right with their right; both tap the other one behind it. B[illegible], step on the other foot and tap. Repeat once with each foot.

### Part III

Measures 7-8: All Do-Si-Do partners with gents going to the next lady on their left for a new partner.

## Military March Grand Square (2/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle, facing CCW, gents on the inside. Partners take nearest hands and hold them chest high.

*Description:*

### Part I

Measures 1-16: Starting on the outside foot, all take 4 steps forward pivoting on the FOURTH step to each other and change hands. Walk backwards 4 steps in the same direction. Starting on the inside foot, all walk forward in opposite direction, again pivoting on the FOURTH step, change hands, and walk backwards to orignial starting position.

### Part II

Measures 17-32: Starting on the outside foot, all make the outlines of two squares. Gents make LEFT hand turns. Ladies make RIGHT hand turns. With hands still joined, all walk forward 4 steps. Dropping hands, all turn sharply AWAY from each other, 4 more steps turning sharply, 4 more steps turning sharply, 4 more steps turning sharply. Each gent now takes the lady who was immediately behind his partner as his new partner.

Note: Prior to the Military March Grand Square, the gents should look at the lady behind their partner to learn who their new partner will be.

## GAME AND GAME SKILLS

Fifth grade children will need more skills and official rules for their games. The teacher should avoid skills that are too difficult for the child's age. A skill performed with some degree of success by most children is not too difficult, but when only a few youngsters can do it, usually the skill is too difficult.

At this grade level, some units can be planned for two weeks at a time. Activities should be selected by season. A good teaching technique is to alternate practicing skills and playing the game.

At times boys and girls need to be separated in games in order to give the boys an opportunity to play more vigorously.

### Basketball Skills

*Space:* Playground, gymnasium, or playroom.

*Formation:* Circle or double line facing each other.

*Description:*

Stance for passes: Stand with the feet in a stride position with most of the weight on the back foot. As the ball is released, transer the weight to the forward foot.

Passing the Ball:

1. Short passes are usually more accurate and safer.
2. Pass the ball ahead of the receiver.
3. Control the speed of the pass. Hard passes are difficult to handle.
4. Use a variety of passes.
5. Step in the direction of the pass and follow through with the arms. Keep elbows in.
6. Try to pass the ball to the best possible position for the receiver to catch it.

Catching the Ball:

1. Watch the ball.
2. Cup the hands, with fingers relaxed and turned out.
3. Bend the elbows and knees slightly as you catch the ball. This is called "giving" with the ball.
4. Try to get yourself into the best possible position to receive the pass. Don't wait for the pass, but meet it.
5. When catching the ball below the waist, point the fingers down. If the ball is caught at the waist, hold the fingers straight ahead; if above the waist, point the fingers up.

Type of Passes:

Chest. Hold the ball in both hands in front of the chest. Spread the fingers well and do not touch the ball with the heel of the hand. Release the ball by extending the arms forward and snapping the wrists. Keep the elbows close to the body.

Bounce. Hold the ball with both hands and just before releasing it, allow one hand to leave the ball as the other pushes it toward the floor. Pass the ball so that it bounces waist high three feet in front of the receiver.

Two-Hand Underhand. Hold the ball waist high or slightly lower. Pass on either side of or in front of the body. In releasing the ball, swing the arms forward and upward.

One-Hand Underhand. Hold the ball in the palm of the hand, below the hip. Ewing the arm forward to release the ball.

Two-Hand Overhead Pass. Hold the ball over the head with the elbows slightly bent. Release the ball with a snap of the wrists and fingers.

### Dribble Ball Relay

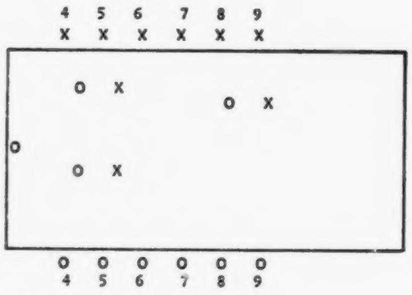
This is a simple relay from the starting line to a turning line 15 feet away. Give each team a basketball or soccerball (pumped up so it will bounce easily).

At the signal "go", the first player on each team dribbles the ball across turning line, and throws it back to the next person in line. Then he goes to the end of the line. Team finishing first wins.

*Variation:* Dribble both ways and give the ball to the next player when dribbler returns to starting line.

### Side Line Basketball

*Court:* One-half basketball court.



*Players:* Two teams, 8 to 10 per team. Each player is numbered consecutively and these numbers are used in rotation.

Basketball rules are used by the three members of each team on the court, except that the ball may and should be passed to sideline players. The game begins with a pass in from the sideline. Both teams use the same basket and the defensive team may go on offense by passing to their sideline players after they secure possession. The centerline and sidelines are out of bounds and a ball exceeding these boundaries goes to the opponents' sideline players. Each basket scores two points and each free throw made after a foul counts one point. Players on the sidelines rotate with the players on the floor after each basket is made or after a prescribed time limit.

### Softball Skills

*Batting:* Right-handed batters place the left hand near the end of the bat with the right hand just above it. Facing home plate six to eight inches from the plate, the batter draws the bat behind his right shoulder. Hold left shoulder toward pitcher and elbows away from body. Keep eye on ball at all times; start swing with a small hip roll, and bring left foot straight forward. Turn head toward the pitcher. With eyes watching ball, swing bat on a horizontal plane, shifting weight toward the ball from the right to the left foot. Follow through on swing.

Never leave bat resting on shoulder; do not swing too hard; grip bat tightly.

*Fielding ground balls:* Timing and judgment are necessary. Always try to play the ball by advancing to it with feet apart. Keep eye on ball; relax in a crouched position with knees bent and both hands stretched forward and cupped. Players should learn to judge the speed and direction of the ball and the speed needed to intercept it. Catch the ball on the highest bounce and throw it instantly.

### Tee Up Softball

*Playing Area:* Softball diamond.

*Materials needed:* Gloves, softballs, bats, and one waist-high softball tee.

*Description:* Two teams of 9 or 10 players. One team is "in bat"; the other "in field". The game is played in innings with three outs per team each inning.

To begin the game, the ball is placed on the batting tee and the batter comes to bat. The pitcher winds up and pretends to deliver the pitch; this is the signal for the batter to hit the ball from the tee. After the ball is hit, all rules of softball apply.

A player is out if:

1. He fails to hit the ball off the tee into fair territory.
2. The fielders get the ball to first base before the runner gets there.
3. The fielders tag the runner when he is off any base or before he gets to any base except first. Exception: if another runner forces the runner off a base, the fielders do not have to tag him but the fielder can touch the base with the ball in hand before the runner gets there.
4. He hits a fly ball which is caught.

Players should be taught the proper place to stand when playing in the field, how to get runners out, how to shift positions according to which bases have runners on them, how to swing and hit into different parts of the field according to where his own runners are, and how to improve running and throwing.

One advantage of this game is that it eliminates pitching, the hardest skill in regulation softball and baseball.

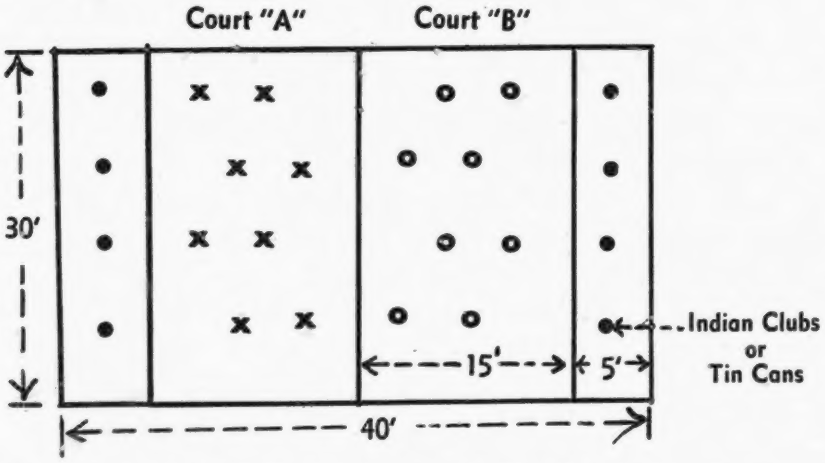
A batting tee can be made from the conical traffic markers used by the highway department. It can be made by using a block of wood for the base and mounting a sturdy piece of rubber tubing (old firehose) on it. It can be made adjustable by fitting this tubing into a foot of pipe which has been fitted into the base. A pin in a hole in the pipe, which allows raising and lowering the rubber tube, adjusts the pin to the batter's height.

The official removes the tee after the batter becomes a runner. He replaces it when the next batter comes up.

### Bombardment

*Space:* Playground, gymnasium, or playroom.

Two playground balls and eight Indian clubs or tin cans are needed for this game. The court size can vary according to number participating and space available.

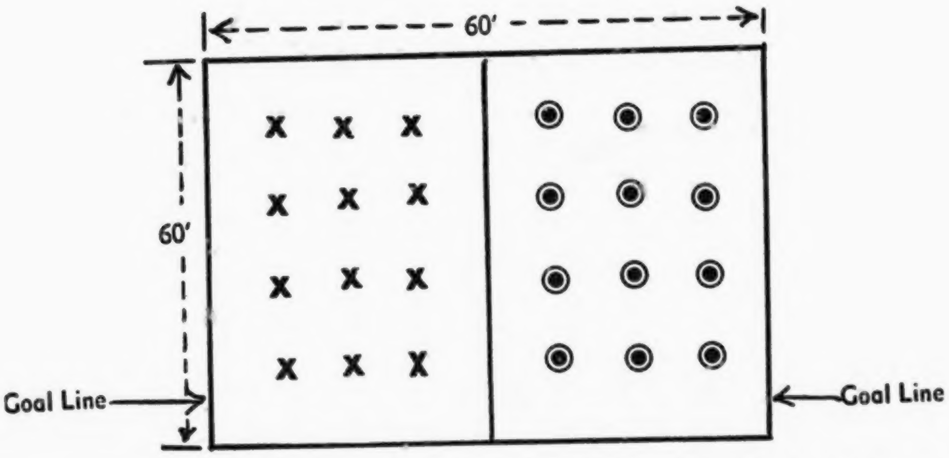


Each team, A and B, is given a ball. At a signal, a member of each team throws the ball in an attempt to knock over the Indian clubs. Each team tries to protect its clubs. The teacher should encourage teammates to pass the ball among the team members and draw the opponents out of position. The team knocking down the greatest number of clubs wins. This game can be played on a time basis, if desired.

### Boundary Ball

*Space:* Playground or gymnasium.

Each of the two teams has a playground ball, volleyball, soccer ball, basketball, or beanbag of a different color or type. Players occupy the area between their own goal line and the center line. At a signal team members attempt to throw the ball so that it will bounce or roll across the opponents' goal line. Balls going across a goal line on the fly or passing beyond the ends of the goal lines do not score, but one point is given each time a



rolling or bouncing ball crosses the goal line. If a player steps on or across the center line, one point is given to the opponents.

When bean bags are used, a fly ball passing over a goal line or sliding on the ground or floor across a goal line scores one point. Players move about freely within their own side of the playing area, trying to prevent balls from crossing their goal lines, but may not enter the opponent's territory.

After the first throw, balls are thrown back and forth at will. Players may run with the ball to the center line before throwing. Each player securing the ball must throw it himself rather than passing it to a teammate.

The game is played either by time periods or by innings. In inning play, each time a ball legally crosses the goal line, a half inning is played. After each goal, the ball is returned to the team captain and put into play again. The team wins which has the higher number of points at the end of a prescribed number of innings or at the end of the time period allowed.

### Center Catch Ball

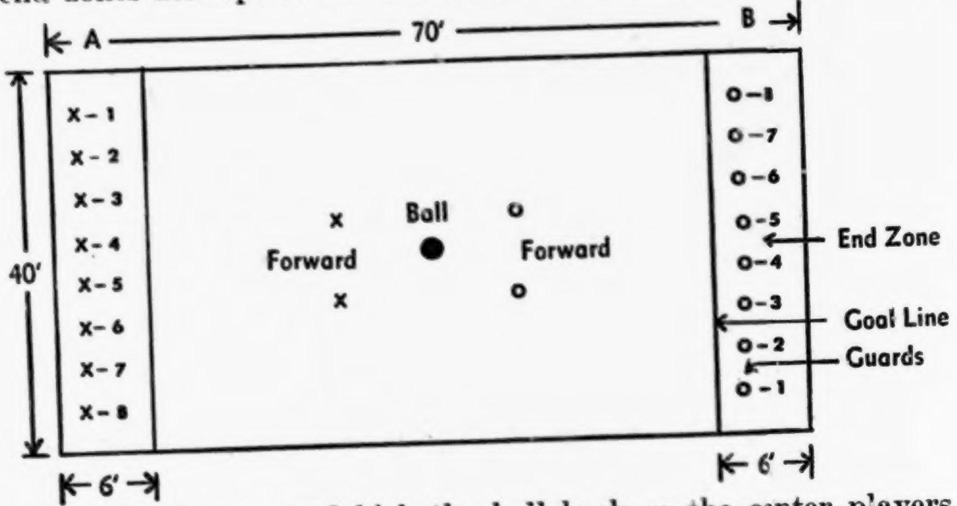
*Space:* Playground, gymnasium, or playroom.

Players are in a single circle, facing the center. One player is in the center. A ball is passed back and forth across the circle, while the player in the center attempts to intercept it. When the player in the center circle catches the ball, he joins the circle, the player who threw the ball takes his place, and play is continued.

### Corner Kick Ball

*Space:* Playground, gymnasium, or playroom.

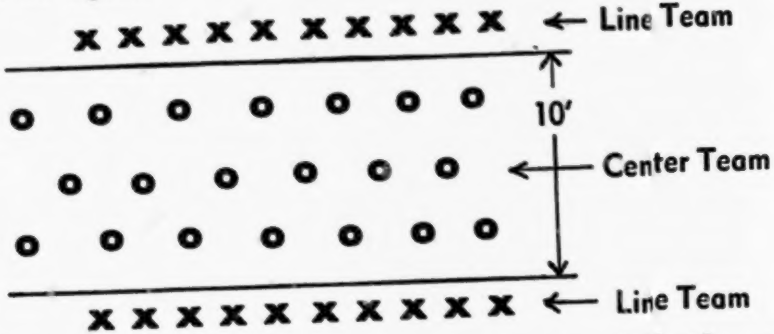
Teams A and B line up in the end zone facing each other. A soccer ball is placed on the ground in the center of the field. At the signal two players, one from each end of each team's line of players (e.g. players 1 and 8), run into the center and attempt to kick the ball over the opposite end zone. The players in the end zones attempt to block the ball with any part of the body except the hands, and kick the ball back so the center players may play it. Two points are scored each time the ball is kicked over the end zone. After each goal, the center players return to their lines, taking center position, and the players in the end or corner positions become the center players. A foul—pushing, tripping, holding, or using the hands—scores one point for the opposing team. The game continues for two halves not to exceed ten minutes each.


A
70'
B
40'
X-1
X-2
X-3
X-4
X-5
X-6
X-7
X-8
x
Forward
x
Ball
o
Forward
o
O-8
O-7
O-6
O-5
O-4
O-3
O-2
O-1
End Zone
Goal Line
Guards
6'
6'

## Guard Ball

*Space:* Playground, gymnasium, or playroom.

Parallel lines are drawn about ten feet apart. One team plays between the parallel lines in scattered position, and the other team divides equally and plays half of the team outside each parallel line. Any number of players can be on a team but teams should be equal.


Line Team
10'
Center Team
Line Team

The line team tries to pass the ball back and forth over the center players. The center team guards the opposing players near the line and tries to intercept the passes. A complete pass over the center team counts one point. Play continues for four three-minute periods. Teams change places after each period. The team which scores the most points wins.

### Flag Football Skills

*Passing:* Most boys enjoy passing a football. The passer grips the ball over the laces with his fingers of the right hand and spreads the thumb holding the ball with the right hand slightly beyond the middle of the laces. The ball should be gripped firmly and should be balanced with the left hand for a right-hand passer, with the right for a left-hand passer. The ball is then brought up to the right ear and over the right shoulder. An overhead pass with a follow-through movement is usually better for beginners.

*Catching:* The receiver should keep his eyes on the ball and catch it with the hands rather than the arms or against the chest. The hands and arms should be relaxed and the receiver should give with the ball as it reaches his hands. To catch a ball passed to the left of the body, the receiver should raise the right hand and arm while lowering the left hand and arm so he can give with the ball in catching. The reverse action is followed when catching a ball over the right shoulder. Encourage boys to use the fingers rather than the palm of the hand for catching.

*Punting:* The punter's feet are spread slightly and staggered, the left foot is in front of the right, the legs are partially flexed, and the weight of the body is evenly distributed on the balls of the feet. The arms and hands, with palm up and fingers spread, are outstretched at hip level with the left hand slightly in front of the right. The body is bent slightly at the waist. The steps in kicking are: short left step, right step, left step, kick off on left foot as the right foot swings forward to meet the ball. The ball should be dropped at waist-height as the right foot comes in contact with the ball.

### Soccer Skills

Teachers are encouraged to review soccer skills for kicking, trapping, and dribbling explained in the fourth grade, Chapter VIII.

*The punt:* Only the goalie uses this skill, but all players should practice the technique. The same movements are used for the soccer punt as those described for the football punt, except that the goalie may take only two steps.

*Drop kick:* The drop kick is used only by goalies, but all children should practice the skill. The drop kick is executed in the same manner as the punt except the ball is bounced and the foot makes contact as the ball rises from the ground.

*Stopping the Ball:* Use the foot stop for a slow rolling ball. Place the weight on one foot, raising the other foot about 20 inches from the ground. Flex the ankle so that the toe is up and the heel down. As the ball approaches, bring the sole of the foot down on top of it. See Chapter VIII.

### Volleyball Skills

Children in the elementary grades play Newcomb and other lead-up volleyball games and skills. Learning to volley and to serve are two basic fundamentals that should be taught in the upper grades.

*Keep It Up:* Using circles, each team volleys among its squad, attempting to keep the ball in the air as long as possible. Each team calls out the number of passes. If error occurs, a new count is started. The team completing the most volleys before the ball touches the floor or gorund is the winner. Scores may be recorded over a period of time to denote squad improvement.

*Underhand serve* (easiest for beginners): Player stands with left foot forward, knees bent slightly. The left arm is across body with ball resting on left hand. The right arm swings back and forward striking ball out of left hand. Elbows are kept straight. The right hand is loosely closed and ball is struck with heel of hand and closed fingers. The right arm swings forward and right leg comes forward in follow-through.

*Overhead volley:* Palyer stands with feet apart and one foot slightly in advance. Knees are flexed, body is tilted back from waist. Elbows are kept out from body and flexed, thumbs turned toward each other. Ball is batted with fingers and thumbs. Body straightens with extension of ankles, knees, hips, and elbows. Arms and body follow through in direction ball is to go.

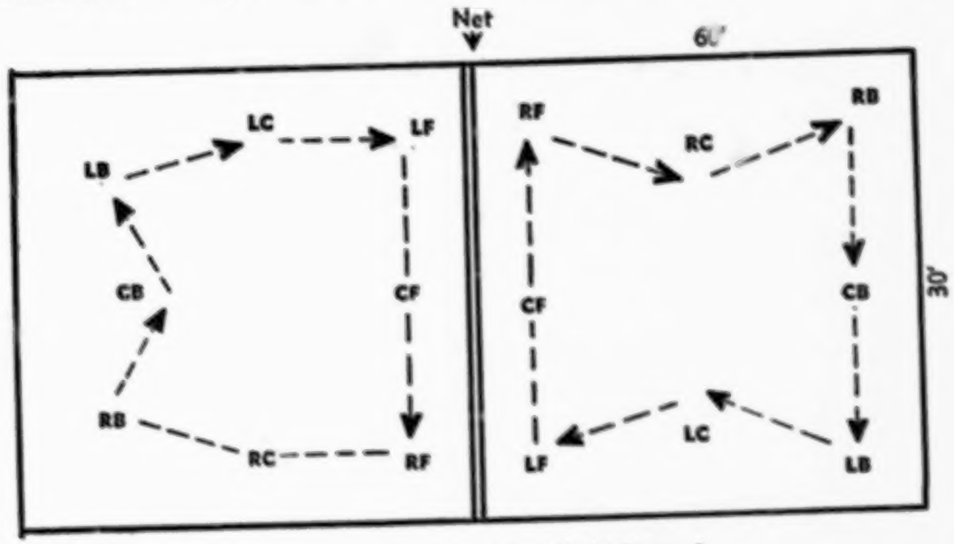
### One-Bounce Volleyball

Eight to ten players comprise a team. The ball is put into play by a serve from the right rear position of the court. The receiving team must let the ball hit the ground once before a player bats the ball over the net. A team may volley the ball as many times as it chooses before allowing the ball to hit the ground, provided the same player doesn't hit it twice in succession. Once the ball hits the ground, it must be batted across the net.

Only the serving team scores. One point is scored whenever:

1. The receiving team fails to return the ball over net.
2. The receiving team allows the ball to bounce more than once.
3. A receiving team member hits the ball twice in succession.
4. The receiving team hits the ball more than once after it hits the floor.
5. A receiving player catches the ball or touches the net.

A ball landing on the boundary line is good. When a foul is committed, the ball goes to the other team to serve. Each team rotates clockwise as it gains the serve. A game is won when a team scores 15 points and has a two-point lead.



LB — Left Back
LC — Left Center
LF — Left Forward
CF — Center Forward
RF — Right Forward
RC — Right Center
RB — Right Back
CB — Center Back

## STUNTS AND SELF TESTING ACTIVITIES

Teachers should review stunts and self testing activities from the fourth grade.

### Handstand

Place hands shoulder-width apart on the mat, one leg extended backward, the other leg in a squat position, with eyes fixed on a spot in front of the hands. The outstretched leg is thrown into the air at the same time the bent leg is thrust from the floor, so that both legs are in the air at the same time, Feet are brought together overhead with legs straight, toes pointed, and back arched.

Compensate for over-balance by pushing down with the finger tips and looking up or raising the head. Compensate for under-balance by bending the elbows and then pressing back into the full handstand position. A spotter should help to hold the student in the air as well as aid him in keeping his balance.

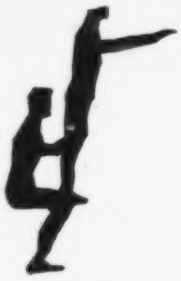
### Back to Back Pullovers

Two students stand back to back and clasp hands. No 1 bends at the waist and pulls No. 2 over his back to a standing position. No. 2 should aid No. 1 by doing a backward roll over No. 1's back as No. 1 bends and pulls. Spotter should help pull No. 2 over and insure that he doesn't slip on his head as he assumes a standing position.

### Thigh Balance

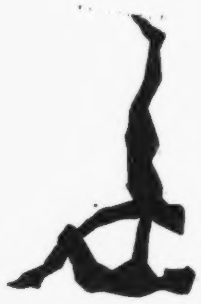
Performers stand facing the same direction, one behind the other. The base performer places his hands on top performer's waist with the thumbs extended around boy's back. The top performer should grasp the base performer's wrists firmly. On the count of three, the top performer should jump slightly and place his feet on the base's thighs. The top performer should then take one hand of the base performer and place it slightly above the knee, and then do the same with the other hand. He should then release the hands and very slowly stand up while the base bends his knees as the top performer stands.

Spotting for this stunt can best be done with the spotter standing to the side and assisting the top performer to gain his balance. Many other stunts can be performed from this position.



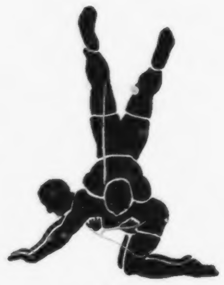
### Hand-Knee Shoulder Balance

Partner No. 1 lies on his back with his feet on the floor and knees bent, hands up. Partner No. 2 places his hands on No. 1's knees, leans into hands and stiff arms of No. 1. No. 2 now presses up into a hand and shoulder stand. A spotter should stand at the side of No. 1 and support No. 2's feet as he presses into upright position.



### Chest Balance

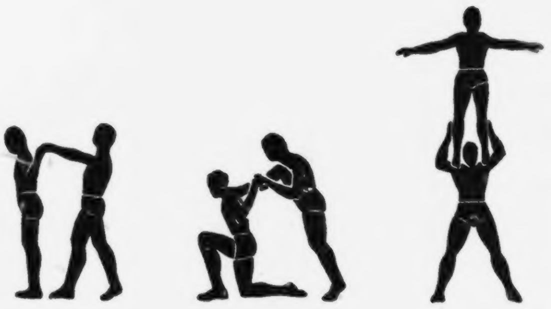
No. 1 gets on his hands and knees. No. 2 places both arms under No. 1's chest, then he kicks into a balance position. Spotter should stand with his arms on both sides of No. 2 and help him to balance position. He should also be sure that No. 2 does not slide over the back of No. 1 to the floor.



### Foot-Shoulder Mount Balance

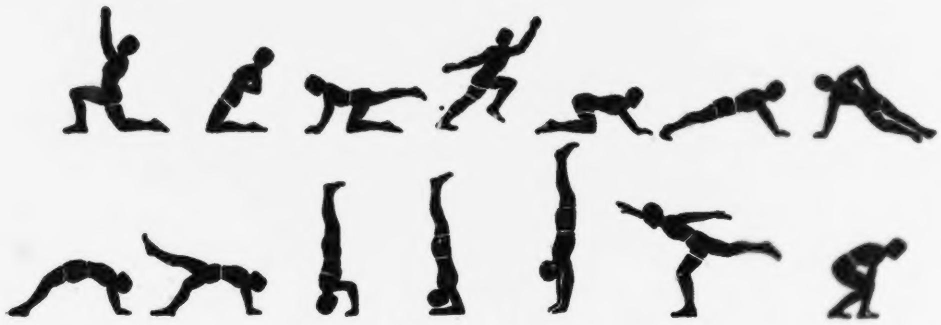
No. 2 should stand behind and to the side of No. 1. Both should then clasp right hand to right hand and left hand to left hand. No. 2 should then step on No. 1's right thigh with his right foot. At the same time No. 1 should pull up No. 2 with both hands. No. 2 should place his left foot on No. 1's left shoulder and his right foot on the left shoulder. No. 2 should straighten his legs keeping his heels against No. 1's head. As No. 2 gains confidence, he can release the hand clasps.

The spotter should stand behind No. 2 as he attempts to step up to the shoulders of No. 1. Then he should stand behind both students to assist No. 2 in case he should lose balance and fall backward. The spotter should help insure that No. 2 will land on his feet.

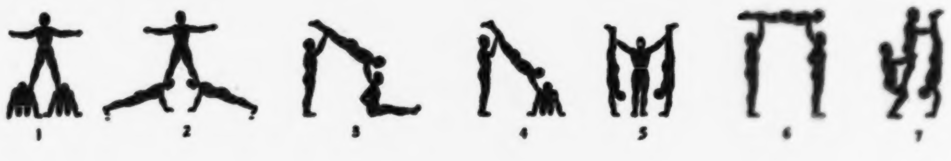


### Balance Positions

Various balances, which can be used as end positions for pyramids, should be practiced.



Group Poses:



### Pyramids

Individual stunts can be combined in various ways to build pyramids. In general a pyramid gives symetrical appearance in the form of a triangle, rectangle, square, etc. Children enjoy working up their own. Chapter VIII, Fourth Grade has some suggestions.

*Teaching suggestions*—Use strong, heavy boys or girls for bottom, medium-size children for middle, and small, light children for the top. Start with techniques of mounting, dismounting, linking, holding, and balancing. Use definite signals to assume positions and return. Simple groupings (2 or 3) may be taught as class work in open order. Large group poses are best taught as squad work.

### Balance Beam Exercises

Encourage children to make up patterns or routine movements on the beam as they use stunts learned in tumbling. Walking, skipping, and galloping movements can be combined with scales on one foot, one knee, shoulder rolls, and even forward and backward rolls.

1. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
2. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
3. Hop on right foot for the full length of the beam.
4. Hop on right foot the full length of beam, then turn around and hop back.
5. Hop on left foot the full length of the beam.
6. Hop on left foot, the full length of the beam, then turn around and hop back.
7. Walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam.
8. Walk to middle of beam left sideward, turn around and walk to end right sideward.
9. With arms clasped about body in rear, walk the beam forward.
10. With arms clasped about body in rear, walk forward to the middle, turn around, walk backward the remaining distance.
11. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.

### Rope Jumping

Rope jumping should be a very important part of the physical education program at all grade levels. Rope jumping is given emphasis because it is an individual event, develops physical fitness, agility, coordination, and endurance.

Children should develop individual routines and devise styles that are interesting and challenging.

Teachers should review the rope jumping activities from previous grades.

## Track and Field

*Crouch Start*

"Take your mark"—Place the right leg four inches in back of the starting line. Place the left foot so that the knee is opposite the ankle of the right foot. Form an arch with the fingers and thumbs and place them just behind and parallel to the starting line. The arms should be about shoulder distance apart.

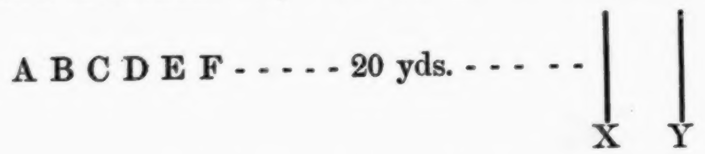
"Get Set"—Raise the left knee off the ground and lift the back until the hips are even or slightly higher than the shoulders. Lean forward so that the weight is over the forward foot and the fingers. Raise the head and focus the eyes five feet in front of the starting line.

"Go"—Push off with the lead foot and take the first step forward with the back leg barely clearing the ground. Drive forward and not up. The first few steps should be short with the weight forward. Pump the arms hard at the start. Each arm swings opposite the leg action.

*A Drill:* Take the starting position and on the commands run for a distance of 20 yards.

*The Finish:* Good runners run through the finish line and start stopping ten feet beyond it.

*A Drill:* Runners are located 20 yards from the finish line and run one at a time through the finish line. This gives the instructor an opportunity to observe the running form of the sprinter so that corrections may be made in lesson number two.



Have each runner repeat this drill three or more times to impress upon him the importance of running through the finish line. Each time the runner should cross the finish line (X) and start stopping ten feet on down the track at point (Y).

## Running Broad Jump

The jumper should take a long running approach to the take-off board to gain momentum for the jump. When reaching the take-off board, take a forward-upward spring. The head and chest should be high and the eyes straight ahead.

While in the air, bring the knees forward and swing the arms forward and upward. Just before landing, push the legs and feet forward with great force as the arms swing up. On landing, the jumper will fall forward over his toes.

*Teaching suggestions:* Teach the idea of running through the jumping pit. A free speed run to the take-off board is better. The jumper should avoid landing sideways and never lower the chest to the knees.

## Gymnastics

### *Horizontal Bar*

An indoor horizontal bar or outdoor bar can be used. This offers an excellent opportunity to develop courage, arm and shoulder strength, hand grip, leg strength, flexibility, balance, and imagination.

Suggestions for stunts to be done on the bar:

1. Hang by the arms, flexing the body at the waist only so the body looks like an L.
2. Turn the palms away from the body, grasp the bar with both hands, take a jump and rest on the bar with the bar across the hip area. Adjust the position until this balance position can be maintained without using the hands.
3. Mount the bar as above, bend at the waist, keep a firm grasp, and turn around on the bar, ending up with the feet on the same side of the bar from which the mount was made.
4. Grasp the bar with palms, hang down with the feet in front, lift legs, bend at knees, extend legs through arms and over bar until back of knees rest on bar. Get a firm grasp with knees. Hang with hands and knees grasping. When this skill has been learned, allow the child to turn loose with the hands and hang by the knees. He then regrasps with the hands to swing off.
5. With back to the bar, grasp with the palms away from the body. Take a jump and lower the body to the bar so that the firm muscles of the hips (seat) are on the bar. After this skill is mastered, allow the child to sit without support of his hands.

6. After the above skill is mastered, allow the child to slip back until his knees are over the bar. Then he grasps with his knees and hangs down backward.

After children have developed some skills, encourage them to make up stunts and routines.

Be sure to teach proper spotting, and never allow a child on the bar unless he has a spotter standing in the correct place.

## OUTDOOR EDUCATION

*Cooking and Meal Planning:*

Review fire building from Fourth section.

Correlate basic foods and nutrition from health unit.

Plan meals from the nutritional standpoint first, then decide how they can be cooked. Adjust plans for possible ways of cooking.

Simple ways of cooking:

1. Tin can cooking—Use a large No. 10 can. Cut a door in one side. Cut one end out completely. Build a small fire under can and cook on solid end. This is very good for cooking hamburgers, eggs, bacon, ham, and toasting bread.
2. Foil cooking—Wrap foods in heavy foil, place on hot coals, never on an open flame. Fruits, vegetables, meats, and pies can be cooked in this manner. A whole meal can be cooked by placing the meat on the bottom, slices of vegetables on top, and sealing the foil.
3. Wrapping foods in leaves—Corn husks and leaves from non-bitter trees and plants can be used in place of foil. Soak the leaves or husks in water before wrapping the foods to add steam and allow even cooking.
4. Hot rocks—If non-porous flat rocks such as river rocks can be found, these are excellent for cooking. Build a hot fire on the rocks. Clean the fire off the rocks when they are hot. Place food on the rocks for frying.
5. One pot dinner—Using a clean can with a wooden non-conducting handle, put in meat, then vegetables, and some water. Place over coals and allow to simmer.

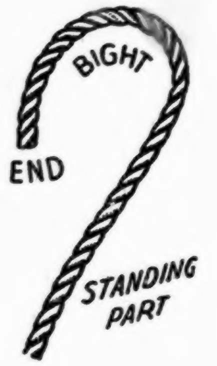
Children will enjoy making cooking utensils out of cans and other materials which can be found at home.

Be sure that foods are properly cooked. Foods should not be burned nor should they be raw when eaten. Encourage slow cooking. Good cooking depends on good fires and proper coals.

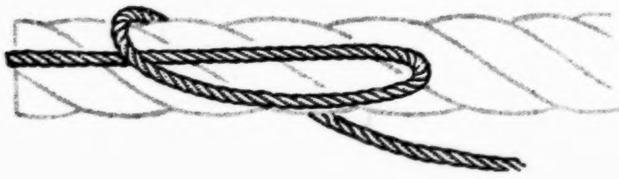
## Knot Tying

Parts of A Knot:

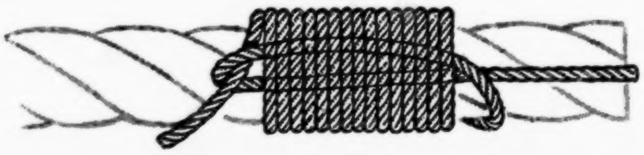
1. Three parts of the rope:



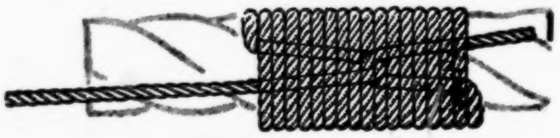
2. Whipping a rope: The method used for keeping the ends of a rope from fraying is done in three steps. Using small twine or cord, make a loop and place it alongside the rope near the end.



Step 2—Wind the cord around the loop and the rope to bind them together. Leave the very end of the loop free. Now insert the free end of the cord through the loop. Pull the other end of the cord tight. This pulls the loop into place.



Step 3—Continue to pull until look disappears under cord. Cut both ends of cord short for neatness.



Stopper Knots: (to keep the ends of a rope from slipping through a hole)

1. Overhand knot—Make an overhand loop (Fig. 1), then take the end under and up through the loop (Fig. 2). Pull tight.

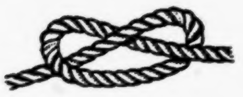


Fig. 1

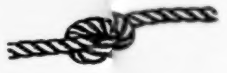
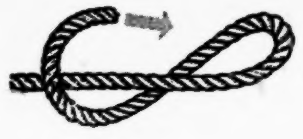


Fig. 2

2. Figure-of-Eight Knot—(easier to untie than the overhand knot) Make an underhand loop, take the end around and over the standing part (Fig. 1) . Now pass the end under and up through the loop (Fig. 2). Pull tight (Fig. 3).



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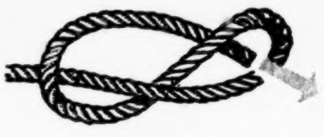


Fig. 2

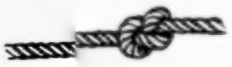


Fig. 3

Binding Knots: (used to tie objects together)

1. Reef or square knot—Holding the two ends of the rope in opposite hands, pass the left end over and under the right end (Fig. 1); now bend the left end toward the right, and cross what is now the right end over and under the left. (Fig. 2). Pull tight. (Fig. 3)

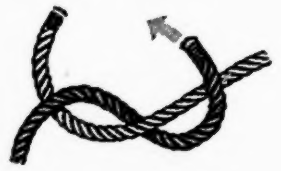


Fig. 1

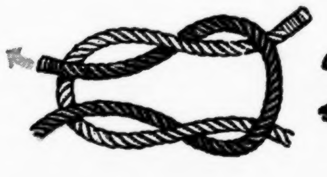


Fig. 2

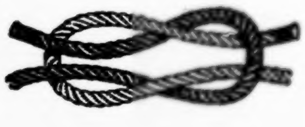


Fig. 3

Loop Knots: (To secure an object)

1. Bowline—This knot can be tied in the hands or can be put around an object and tied. Hold the end toward you and make an overhand loop. Pass the end up through the loop. (Fig. 1) Next pass end up behind the standing part, and down through the loop again. (Fig. 2) Draw tight. (Fig. 3)

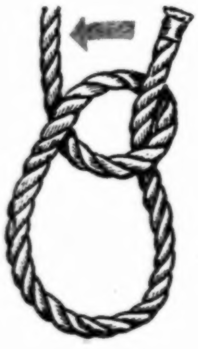


Fig. 1

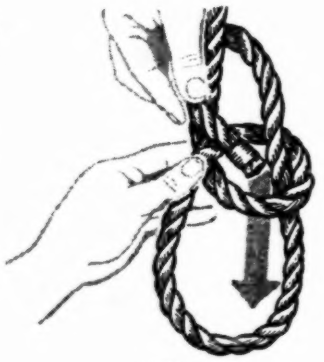


Fig. 2

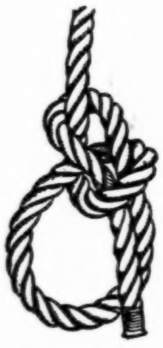


Fig. 3

Mooring or fastening knots:

1. Half Hitch (for temporary mooring)—Pass the end of the rope around the stake or pole, then tie an overhand knot to the standing part. (Fig. 1)
   You can make the knot more reliable if you follow the above directions then run the end of the rope under the turn of the rope a little way from the standing part (Fig. 2), or make two half hitches one after another. (Fig. 3)

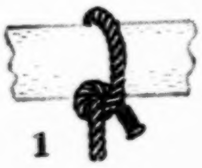


Fig. 1

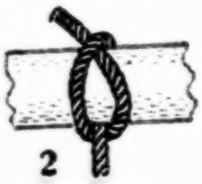


Fig. 2

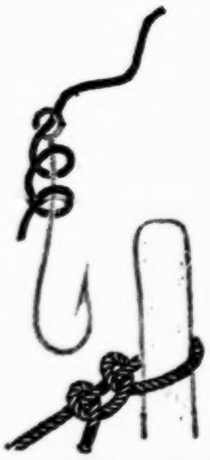


Fig. 3

2. Clove Hitch—Make a turn with the rope around the pole and over the rope itself. Now make a second turn around the pole and pull the end up and under the second turn (Fig. 1). Pull both ends. (Fig. 2)

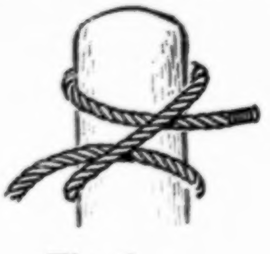


Fig. 1

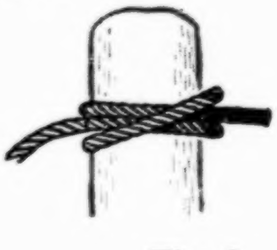


Fig. 2

1. The Sheep Bend (to tie two ropes of uneven size together)—Make an overhand loop with the end of one rope. Pass the end of the other rope through the loop, then up and behind its standing part. Now pass it down through the loop again. (Fig. 1)

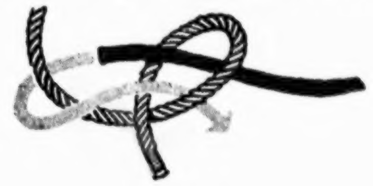
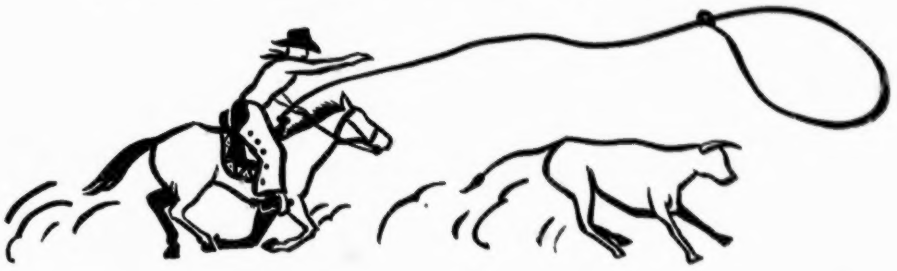


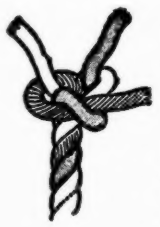
Fig. 1

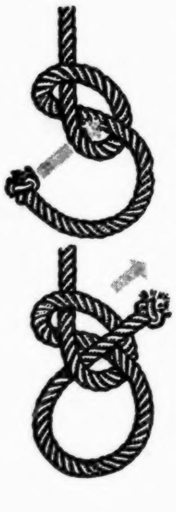
Suggestions—Use knot booklet from Plymouth Cordage Company or the Boy or Girl Scout handbooks. Let children make notebooks or knotboards by mounting knots on cardboard or plywood.

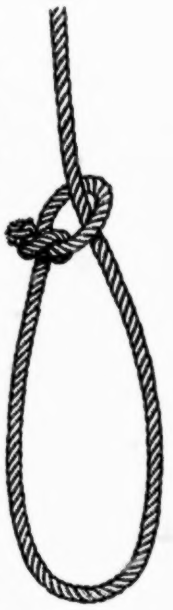
## How to Make A Lariat

### By Toots Mansfield, National Champion Calf Roper









First, unlay the strands in one end of the lariat for a short distance, tying the strands into a crown by using either a wall knot (shown left) or a mathew Walker knot. This knot is simply to prevent the end of the lariat from slipping through the honda knot that forms the noose.

To make the honda, first tie a simple overhand knot in the bight of your lariat. Then tuck the end through it, leaving a round open loop. Make sure the end which forms the loop leaves and reenters the overhand knot from *opposite directions* (see diagram). Now your honda knot is completed, and to finish your lariat, simply pull the end through the honda knot, making a noose.

## EVALUATION

### SOCCER

1. The length of a soccer field is: a) 100 yards, b) 150 yards, c) 120 yards.
2. The width of a soccer field is: a) 60 yards, b) 75 yards, c) 80 yards.
3. The number of players on a soccer team is: a) 9, b) 12, c) 11.
4. The length of a soccer game is: a) 90 minutes, b) 60 minutes, c) 45 minutes.
5. The only player who can use his hands is: a) goalie, b) halfback, c) fullback.
6. The key to good teamwork is: a) running, b) kicking, c) passing.
7. Heading is hitting the ball with your head. (True or False)
8. Soccer is a very popular sport in England. (T or F)
9. A team that scores a goal gets 3 points. (T or F)
10. The forwards are defensive players. (T or F)
11. The goals are 8 feet high and 24 feet wide. (T or F)
12. Soccer is played in the Olympic games. (T or F)

### OUTDOOR EDUCATION

1. One characteristic of a good fire is that it is kept under control and watched at all times. (T or F)
2. A fire can be used safely for cooking food, heating water, and burning trees. (T or F)
3. A fire could be built on sand, rocks or dirt. (T or F)
4. To build a fire, use tinder, kindling, and fuel. (T or F)
5. All these are types of fires: tepee fire, crisscross fire, reflector fire, and trench fire. (T or F)
6. When you have no water to put out a fire, you should use __________. (sand or dirt)
7. When you whittle, you should whittle __________ from your body. (away)
8. When passing an open knife, you should give the other person the __________ first. (handle)
9. You __________ drink water from any well or brook. (should not)
10. When you are lost, you should not __________; try to think from where you came. (panic)

11. If a person is hurt and you have to leave him, you should make sure he is warm and ____________ as possible. (comfortable)
12. A __________ is necessary for any outing. (first aid kit)
13. In the morning the sun is in the east. (T)
14. In the afternoon the sun is in the south. (F)
15. A good camper knows how to read a compass and a map. (T)
16. A good knot is one that can be tied easily, will hold fast, will not jam, and can be untied easily. (T)
17. A square knot is used for keeping a rope from fraying. (F)
18. A bowline knot is used when you need a loop in the end of a rope. (T)
19. Knot tying is a general term used for the making of bends, hitches, knots, slings, splices, and lashings. (T)
20. A "granny" knot is a square knot that will not hold. (T)

**VOLLEYBALL**

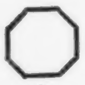
1. The winner of a game is the team who reaches either ___ or ___ points first. (15, 21)
2. There are ___ hits allowed on each side before the ball goes over the net. (3)
3. In order to get a point, you must be the __________ team. (serving)
4. There are ___ players on a team. (6)
5. A volleyball should not be hit with the _________ but the finger tips. (fists)
6. In serving a volleyball, the server should keep his weight on both feet. (F)
7. There is only one hand position to use when serving a volleyball. (F)
8. When playing volleyball, a person should always keep his eye on the ball. (T)
9. The rotation in volleyball goes clockwise. (T)
10. It is easier to direct the ball if a player turns his hand and body toward the desired objective. (T)

## BICYCLE RIDING

1. You should ride your bike on the: a) left, b) right, c) middle of the street.
2. When you come to an intersection, you should: a) stop, b) keep going, c) turn.
3. You should ride double: a) when your friend needs a ride, b) anytime, c) never.
4. When you have to cross the street with your bike, you should: a) ride across, b) cross in the middle of the street, c) cross at the corner and get off your bike and walk across with it.
5. If you ride your bike at night, you should wear: a) white, b) black, c) green.

6-10. Matching

(C) signal for right turn
(E) signal for left turn
(G) signal for a stop
(A) stop sign
(F) railroad crossing

A.

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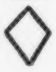
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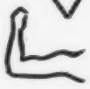
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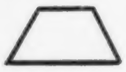
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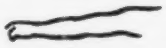
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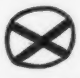
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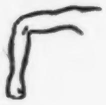


## SWIMMING

1. You should never run on the deck area of the pool. (T)
2. The "buddy system" is used as a safety precaution. (T)
3. To float, learn to relax the entire body. (T)
4. Swimming is an excellent way to keep in good physical condition. (T)
5. We should never open our eyes when we are in the water because the water hurts the eyes. (F)
6. When we dive into water, our ________ should enter the water first. (hands)
7. When treading water, our hands are used in a ________ motion. (sculling)
8. When doing the crawl, we should move our head to ________ side in order to breathe. (one)
9. When doing the backstroke, your hands go along your legs and body until they reach the ________. (chest)
10. The ________ is the easiest stroke to do. (side stroke)

## STUNTS AND STUMBLING

Balance beam routine—walk forward, walk backward, walk with tucks, walk with turns.

## RATING SCALE FOR BALANCE BEAM, TUMBLING AND STUNTS

Excellent

Activity meets all specifications for good form and contains no apparent errors which call for further instruction.

Good

Activity gives general impressions of good form, but has minor variations which would improve stunt if corrected.

Average

Activity meets basic specifications but lacks smoothness and ease, or lacks control in some respect which effects the stunt as a whole.

Fair

Activity is inadequate and full of errors, but has some indications of control or merit.

Poor

Activity is recognizable but fails to meet the standard in practically every element involved.

## TRUE OR FALSE

1. When doing any stunts, we should always have a spotter. (T)
2. It is all right to do forward and backward rolls on the mats. (T)
3. In building pyramids, the stronger boy goes on the top. (F)
4. When doing a headstand, a performer should arch his back slightly. (T)
5. It is important to work as a team when building pyramids. (T)

## MATCH STUNT WITH MUSCLES USED

(D) Fish-hawk dive
(D) Inch worm
(D) Frog hop
(B) Bear walk
(D) Floor scale
(H) egg sit
(B) Tripod
(D) Chinese get up
(C) Headstand
(A) Cartwheel

A. shoulder
B. arms
C. neck
D. legs
E. calf
F. chest
G. back
H. stomach

## BASKETBALL

1. A girl's basketball team has ______ players and a boy's team has ______ players. (6, 5)
2. The positions of the players are ______________ and ______________. (forwards, guards)
3. A ______________ is awarded a player for a foul committed by a member of the opposing team. (foul shot)
4. You should dribble the ball with your ______________________. (fingertips)
5. The game is started by the referee's tossing the ball up between the centers in the centers' circle. (T)
6. A team which has the ball in its court must advance the ball to its front court within 30 seconds. (F)
7. A player may move into the free throw lane when the ball has left the hand of the shooter who is shooting a foul shot. (F)
8. When a team scores a point, the forwards bring the ball into play. (F)
9. A technical foul can be called for: a) pushing, b) tripping, c) delay of the game.
10. How many periods in a game? a) 4, b) 5, c) 3.
11. A player is traveling when he: a) holds the ball, b) runs with the ball, c) throws the ball out of bounds.
12. A player fouls out of the game when he has: a) 3, b) 1, c) 5 personal fouls.

## TEACHER EVALUATION

Suggested methods to be used:

1. Observation
2. Check list
3. Rating scales
4. Interviews
5. Case studies
6. Diaries
7. Parental conferences
8. Questionaires
9. Attitude tests
10. Social development tests
11. Personality inventories

The above methods can be adopted for any classroom situation. Use the procedures which help to obtain a valid evaluation of students.

## RHYTHMS

I. *Fill in the blanks*

1. The .................. couple is usually standing with its back to the caller. (head)
2. The lady is usually on the gentleman's .................... side. (right)
3. Honor your partner means to ............................... (Bow to your partner)
4. Three running steps followed by a hop is done in a ................................ (Schottische)
5. The two types of promenade are ................................ and ................................ (skater's position and varsouvienne)
6. In a single circle with all facing the center, a counterclockwise circle moves to the .................. (left)
7. In a single circle with all facing the center, a clockwise circle moves to the .................. (right)
8. A spring off the ground on one foot with no transfer of weight, leaving the ground and landing on the same foot, is a .................. (hop)
9. A dance of the common people of a country is ..................
(folk dance)

II. Multiple Choice

1. The dance Kalvelis is an example of: 1) a work dance, 2) play dance, 3) square dance.
2. In a do-si-do: 1) partner's face and walk forward, passing right shoulders, or 2) partners face and walk forward, passing left shoulders.
3. An even rhythmic transfer of weight from one foot to the other always keeping one foot on the ground is a: 1) walk, 2) run, 3) hop, 4) jump, 5) skip.
4. Troika is a: 1) Russian trio dance, 2) Swedish trio dance, 3) German trio dance.

III. Classify the following dances as to the countries of their origin.

| | |
|---|---|
| Kalvelis ____ | (Lithuanian) |
| La Raspa ____ | (Mexican) |
| Virginia Reel ____ | (American) |
| Skip to My Lou ____ | (American) |
| Mayim ____ | (Israelian) |
| Cshebogar ____ | (Hungarian) |

IV. True-False

1. Home position is the original starting position at the beginning of the dance. (T)
2. Head couples are numbered 2 and 3. (F)
3. Sliding steps sideward are most frequently danced to the call sashay. (T)
4. The corner is the dancer on the boy's left or on the girl's left. (T)

**SOFTBALL (True or False)**

1. The pitcher should be a good fielder. (T)
2. A runner from team B is on first base. The batter hits a ground ball to the second basemen. The runner from first runs behind the second baseman, who is attempting to field the ball in the base path. Is the runner from team B running out of the base line? (F)
3. If a baserunner standing on third base is hit by a batted ball, he is out. (F)
4. The umpires are the only ones permitted to call time. (T)
5. The pitcher may not change to another position and then return to pitch in the same game. (F)

**(Multiple Choice)**

6. There are ........ people on a softball team. (9)
7. Each batter is allowed ........ strikes or ........ balls. (3, 4)
8. If a batter has been up to bat ten times and gotten five hits, his batting average is .............. (.50)
9. The base runner must run the bases in what order: ........, ........, ........, and ........ (1st, 2nd, 3rd, and home)
10. A foul tip is a .............. ball. (foul)
11. At the end of six innings of play, the score is 4-4. The game is called for rain. What is the proper decision? a) Regulation tie game, b) Game continues later, c) Home team wins.
12. When may base runners advance with no risk? a) A foul ball has been hit; b) ball four is called on the batter; c) "no pitch" is called.
13. A foul ball is hit near third base and is caught. a) It is an out; b) Runner advances to first; c) It is played over.
14. During the pitcher's windup the catcher steps out of position behind the plate. The batter swings at the pitch and misses. What should be the umpire's decision? a) Ball; b) Strike; c) Batter advances to first; d) no pitch.
15. The batter has one ball and two strikes. He swings and misses the next pitch and the ball hits his leg. What is the result? a) Base runner may advance without liability to be put out; b) Baserunner may not advance; c) Neither of these.

**TRACK AND FIELD (True or False)**

1. A runner may have any number of false starts. (F)
2. In any throwing event, five throws are permitted. (F)
3. A runner can knock over any number of hurdles. (T)
4. A jumper has three chances to clear a given height in the high jump. (T)
5. The referee has the authority to change the order of events in a track meet. (T)

**(Fill in blanks)**

6. The three third place times read their times as follows: 27.2; 20.9; 20.5. .............. is the official time for third place. (20.9)
7. .............................. is a false start. ( ? )
8. .............................. is responsible for retrieving a dropped baton. (The one who passed it)
9. .............................. is a foul in the high jump. (Making a jump from both feet)

# EVALUATION OF SKILLS

## Soccer Lead-Up Skills

| Name | Straight dribble combines with a side pass to a wall and recovery | Foot pass to a wall and recovery | Dribble and kick for a goal | Kick up to yourself | Throw ball to wall 6 feet away and recover |
|---|---|---|---|---|---|

## Volleyball Skills

| Name | Repeated volleys 5 trials—15 seconds (Record number of times) | Serving test 2 trials—10 serves |
|---|---|---|

## Bicycle Safety Check List

| Name | Right hand signal | Left hand signal | Stopping | Correct side of street | Bicycle condition |
|---|---|---|---|---|---|

## Swimming Skills

| Name | Elementary back stroke 25 feet | Float 30 seconds | Tread water 30 seconds | Side stroke 25 feet | Standing front dive | Surface dive | Crawl stroke 25 feet | Three minute swim |
|---|---|---|---|---|---|---|---|---|

## Stunts and Tumbling

| Name | Five forward rolls | Five backward rolls | Cartwheel | Headstand | Balance beam routine |
|---|---|---|---|---|---|
| | | | | | |

## Basketball Skills

| Name | Half-minute shooting (Record number of shots made) | Passing | Dribbling | Basketball throw | Basketball catch |
|---|---|---|---|---|---|
| | | | | | |

## Softball Skills

| Name | Ability to run bases | Ability to throw | Ability to catch | Ability to bat a softball into fair territory 5 out of 7 times | Fielding |
|---|---|---|---|---|---|
| | | | | | |

## Track and Field

| Name | Shot-put | 600 yard run-walk | Running high jump | Standing broad jump | 50 yard dash |
|---|---|---|---|---|---|
| | | | | | |

## Chapter 10

# THE SIXTH GRADE PROGRAM

### WHAT THE CHILD IS LIKE

The sixth grader is seeking a place among his peers; he is intellectually capable of dealing with more complex ideas, rules, and performances. He realizes his own abilities and strives for perfection. Since he chooses leisure-time activities according to his abilities, the teacher must introduce him to a wide range of activities from which to select favorities. His ability to organize and to assume responsibility is improving. A child is admired and accepted at this age if he excels in physical activities. The teacher must schedule team play, organized games, and the practice of motor skills in order to give everyone a chance for recognition. Boys love combatives.

### OBJECTIVES

1. Leg—ability to do the standing broad jump: boys 5′ 4″; girls 5′ 0″.
2. Abdominal—ability to do sit-ups: boys—50; girls—37.
3. Back—Upper and lower back (Kraus-pass or fail).
4. Ability to do 600-yard walk-run: boys, 2′ 21″; girls 2′ 43″.
5. Ability to do the 50-yard dash: boys, 7.8; girls 8.1.
6. Ability to throw a softball and hit a circular target two feet in diameter 25 feet away 4 out of 7 times using overhand throw: boys, 40′; girls 30′.
7. Continue to develop skills basic to softball, basketball, volleyball, and soccer, emphasizing accuracy.
8. Ability to perform these bowling skills: pendulum swing, grip of ball, 4-step approach, aiming, delivery of ball.

9. Ability to perform high jump, long jump, low hurdles.
10. Improve stunts previously learned.
11. Ability to perform these gymnastic stunts: hand stand, hand spring, dive and forward roll, walk on hands, 3-man ride roll.
12. Ability to exercise on horizontal bar.
13. Ability to listen to music and move spontaneously to it.
14. Ability to do the conversation position in social dancing.
15. Ability to recognize dance terms and do them spontaneously.
16. Wholesome attitude toward the opposite sex.
17. Poise and courtesies in dancing and other social activities.
18. Strengthen existing good attitudes, establish new ones, and weaken those that conflict with those of others.
19. Ability to experience success and develop a general appreciation for both vigorous and quiet activity.
20. Ability to think in terms of safety for individuals and for members of the group during participation in any activity.
21. Ability to use proper hand signals and procedures in bicycle riding.
22. Ability to use sharp camping equipment safely.
23. Ability to practice safety and etiquette on the bowling lanes.

## ACTIVITIES

### RHYTHMICAL ACTIVITIES

In addition to reviewing square dances learned in the fifth grade, boys and girls can begin to make up their own calls and dances by combining those which they have learned. Some may become very good "callers". They may teach the class dances or figures they have learned at summer camp, vacation spots, or from TV. Encourage student leadership.

In social dancing, encourage class to bring records that are popular among their group. Allow them to teach current steps which young people are doing. It would be wise for the teacher to "screen" these steps ahead of time.

Dance teachers in the community and parents may come to help the teacher for a few days.

#### Oh, Johnny, Oh! (American) (4/4)

*Records:* Folkraft 1037; Old Time 8041 and 8043; Decca 954; MacGregor 652, 73, 646; Imperial 1099.

*Formation:* Single circle of couples facing center, boys have partners on their right, all hands joined.

*Description:*

Measures 1-4: All join hands and go right in a ring.
Measures 5-8: Step where you are, give your partners a swing.
Measures 9-12: Swing your left-hand girl.
Measures 13-16: Swing your own if you are not late.
Measures 1-4: Allemande left with the lady on gent's left.
Measures 5-8: Do-Si-Do your own.
Measures 9-12: Swing that corner maid.
Measures 13-16: All promenade with that sweet corner maid singing, "Oh, Johnny, Oh, Johnny, Oh." The dance is repeated until all get their own partners, or until the end of the music.

### Mexican Waltz Mixer (3/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Partners join nearest hands, hold them chest high, and face slightly away from each other.

*Description:*

#### Part I

Measures 1-8: Starting on the outside foot, all take a short step forward, brush the inside foot forward and back, and rest the weight on the inside foot. Brush the outside foot forward, bring it back, and pivot to face partner. Touch inside foot to outside foot and clap own hands twice. On the second clap, face in opposite direction and repeat through the two claps.

#### Part II

Measures 9-12: Partners raise arms shoulder high and grasp hands. All take a step back, a step forward, a step back, and clap own hands twice.

#### Part III

Measures 13-16: Partners again raise arms shoulder high and join hands. All take a step forward, a step back, a step forward, then clap hands twice behind partner's back.

#### Part IV

Measures 17-32: All now take dance position and waltz 16 steps CCW, remaining in the circle formation. On the last two waltz steps each gent turns his partner to the gent immediately behind.

Note: Waltz instruction is found on page ___ and on sides 1, 2, 3, of Album 9 and side "A" of record 303 Honor Your Partner.

### Mademoiselle From Armentieres (6/8)

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Partners take nearest hands and hold them chest high.

*Description:*

Measures 1-8: Starting on the left foot, all walk forward 4 steps, followed by a two-step to the left and to the right. Repeat.

#### Part II

Measures 9-16: At the end of the last two-step to the right, the ladies pivot to their partners and face the gent behind their partner. Touch left hands with him and all do a two-step grand right and left. To each change of hand do 2 two-steps. When the ladies reach the fourth man, they pivot on the last two-step and take that man for a new partner.

Note: Two-step instruction is on page ___, on Side No. 4 of Album No. 6 and on side "B" Band 2 of Record No. 301, Honor Your Partner.

### Greensleeves Mixer (6/8)

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on inside. Pair off in two couple units. Forward couple is number one, rear couple is number two. Couples keep the same number throughout the dance. Partners join nearest hands and hold them chest high.

*Description:*

#### Part I

Measures 1-8: All walk 16 steps forward.

#### Part II

Measures 9-16: Turning slightly to the right, the two couples join right hands in a star and walk 7 steps in the direction they are facing. Then change to left hands and return to starting position, releasing hands. Partners again join hands.

### Part III

Measures 17-24: Number two couples make an inside arch and walk forward with their arms over number one couples as they back under. Number ones now make an inside arch over twos to back under. Twos again make the arch for ones to back under. All now give partners a military salute. All now have a new couple to dance with.

## Al's Progressive Three (2/4)

*Record:* Honor Your Partner Album 13.

*Formation:* A line of three's facing another line of threes, all groups in a circle. Gent stands between two ladies, lady on the right is his partner, lady on left is his corner.

*Description:*

### Part I

Measures 1-8: Each 2 three's facing take right hands in a star formation and walk 7 steps in the direction they are facing. Then change to left hands and return to starting position. Drop hands and face the other three in straight lines.

### Part II

Measures 9-16: Ladies chain, chain them back. The lady partners walk to each other, touch right hands, pass by, join left hands with the opposite gents. The gent places his right arm around the lady's waist and turns her forward to face the other three. The ladies return to own partners and are turned the same way.

### Part III

Measures 17-20: Ladies chasse. Lady partner takes a step forward, lady corner a step back. Both slide by the gent to his other side. Gents honor their new partner.

### Part IV

Measures 21-24: New lady partners now do the ladies chain and back.

### Part V

Measures 25-28: Ladies chasse. New lady partner takes a step forward. New corner takes a step back and slides back to original position.

### Part VI

Measures 29-32: All walk forward three steps, honor the opposite three, and retire to place.

### Part VII

Measures 32-36: All pass right shoulders with their opposites and walk to the next three who are coming toward them. All have a new threesome to dance with.

## Schottische-Conga (4/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Circle facing CCW, no partners needed. All except a designated leader place hands lightly on the waist of the person in front.

*Description:*

### Part I

Measures 1-4: Starting on the right foot, all take 3 short steps forward, ending with a left leg kick. Then do the same, starting on the left, ending with a right leg kick.

### Part II

Measures 5-8: Starting on the right foot, all take 4 short step-hops forward.

Note: The leader can lead the dancers in an ever-tightening circle or in any direction, so long as the dancers are free in their movements.

## California Schottische (American) (2/4)

*Records:* Imperial 1046; MacGregor 10-400; Capitol 4018.

*Formation:* Couples in varsovienne position, facing CCW.

*Description:*

Measures 1-2: Point left foot obliquely forward to the right; point left foot obliquely forward to the left; take one grapevine step to the right.

Measures 3-4: Repeat, starting with right foot.

Measures 5-6: Beginning with left foot, take 2 slow steps forward and make a half turn CW with 3 quick steps in the same direction.

Measures 7-8: Beginning with right foot, take 2 slow steps backward and make a half turn CCW with 3 steps in the same direction.

## Black Hawk Waltz (American) (3/4)

*Records:* Imperial 1006; Folkraft 1046; MacGregor 309; Capitol 4015; Shaw 103; Folk Dancer 3002.

*Formation:* Couples in closed ballroom dance position.

*Description:*

Boy's part is explained; girls do opposite.

Measure 1: Balance forward on left foot with right leg raised in back.

Measure 2: Rock back on right foot with left leg raised forward.

Measures 3-4: Dance 2 regular waltz steps.

Measures 5-16: Repeat measures 1-4 3 times.

Measure 17: Cross left foot over right, putting weight on left.

Measure 18: Cross right foot over left, putting weight on right.

Measure 19: Cross left foot over right (count 1); step right sideward (count 2); cross left foot in back of right (count 3).

Measure 20: Point right foot sideward.

Measures 21-24: Repeat action of measures 17-20, starting right.

Measures 25-32: Repeat action of measures 17-24.

## Minuet (French) (3/4)

*Records:* Folkraft 1179; Burns Album A 331 and Album H 525; Victor 20990 and 45-6181.

*Formation:* Double line, partners with inside hands joined and held high, girls on outside holding skirts with outside hands.

*Description:*

The dance is slow in waltz tempo. There are 3 minuet steps: step, step, step for one measure; point, hold for one measure; step, point, and hold for one measure; step, step, and point for one measure.

Measures 1-2: Both boy and girl begin with outside foot, take 3 steps forward, turn toward partner, and point inside toe.

Measures 3-4: Begin with inside foot, take 3 steps forward, turn away from partner and point outside toe.

Measures 5-6: Repeat action of measures 1-2.

Measures 7-8: Repeat action of measures 3-4 but honor partner instead of pointing toe.

Measures 1-8: Face partner and join right hands. Repeat minuet step 4 times around partner.

Measure 9: Face partner, join right hands. Take one step forward on right foot, bring left foot to right, and rise on toes. Raise joined hands.

Measure 10: Step backward on left foot, bring right foot to left, and rise on toes. Lower joined hands.

Measures 11-14: Repeat action of measures 9-10 twice.

Measures 15-16: Repeat as in measures 7-8. Partners bow and curtsy.

Measures 9-16: Repeat first eight measures.

## Social Dance

Social dance steps can be taught by using popular records. Once they learn the basic steps, students can develop their own patterns to different musical tempos.

A teacher should always stress etiquette. Teach children to treat others just as they would like to be treated.

The social dance position should be demonstrated and explained by the following directions:

1. Stand erect comfortably and naturally, facing partner who is directly in front.
2. The boy's right arm with elbow raised away from the body is placed around the girl's left side with his hand resting near the center of her back just below the shoulder blade.
3. The girl's left arm rests on the boy's right arm with her left hand resting on his right shoulder.
4. The boy's left arm is extended sideways with elbow away from the body, palm of hand turned slightly up.
5. The girl's right arm is extended sideways and the right hand is placed lightly in the boy's left hand.
6. The girl should remember to carry her own weight and not lean on the boy for support.

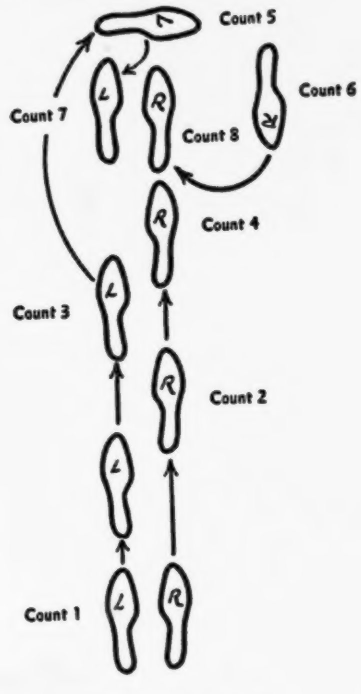
## Basic Social Dance Steps

(The descriptions are given for the boy's part).

1. *One-step* (*Walking step*) to different meters—2/4, 3/4, 4/4

The one-step is a simple pattern of walking one step to every beat of the music. The rhythm of the one-step is similar to that of a brisk march with four beats to a measure and with an accent on each beat. A one-step dance to slow fox trot music is sometimes called the walk step. When the walk step is done in time with fox trot music, the step is taken on counts one and three which are the accented beats in the music.

Four slow walk steps forward, followed by a four-count pivot turn, is a pattern of one step illustrated.


Count 5
Count 6
Count 7
Count 8
Count 4
Count 3
Count 2
Count 1
L
R

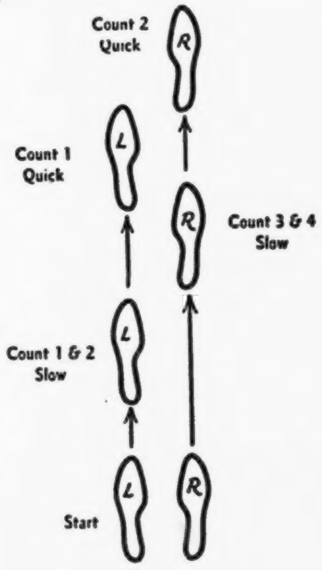
Forward Walk and Pivot Turn

2. *Fox Trot* (*Two-Step*)—4/4

*Music:* Suggest "Tea for Two."

*Description:* Simple forward fox trot.

Step forward left ............ Count 1 and 2 (slow)
Step forward right ............ Count 3 and 4 (slow)
Step forward left ............ Count 1 (quick)
Step forward right ............ Count 2 (quick)


Count 2
Quick
Count 1
Quick
Count 3 & 4
Slow
Count 1 & 2
Slow
Start
L
R

Forward Walk—Fox Trot

*Description:* Forward fox trot side-close step.

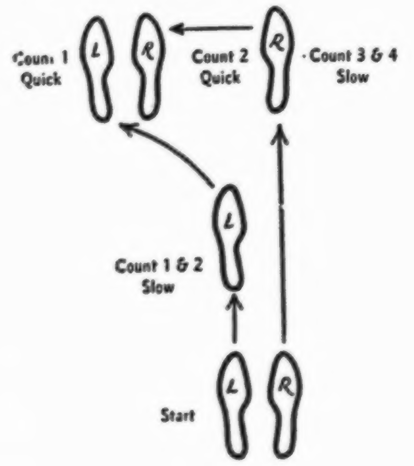
| | |
|---|---|
| Step forward left | Count 1 and 2 (slow) |
| Step forward right | Count 3 and 4 (slow) |
| Step *sidewards* left | Count 1 (quick) |
| Close right to left | Count 2 (quick) |

Have the dance pattern worked out on the floor. Stand in front of the class with your back to them and have them follow you as you do the step. Then do the girl's part. The following directions on the board:

a. Step forward on left foot, slow (2 counts). Boy's part—Girl's part is just the opposite.

b. Step forward on right foot, slow (2 counts). Draw left foot up to right—follow dotted line.

c. Quick step to left side with left foot (1 count).



Fox Trot Side-Close Patterns

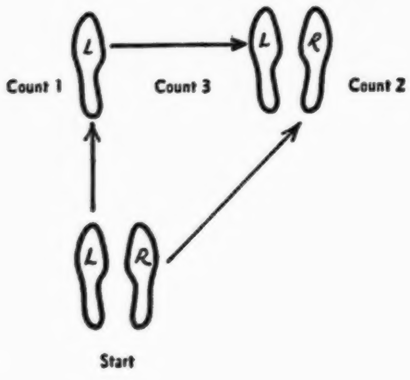
d. Close right foot quickly against left foot, transferring weight (1 count).

### 3. *Waltz Step*—3/4

*Description:* Simple waltz step.

| | |
|---|---|
| Step forward left | Count 1 |
| Step to right side with right foot | Count 2 |
| Close left to right—take weight left | Count 3 |

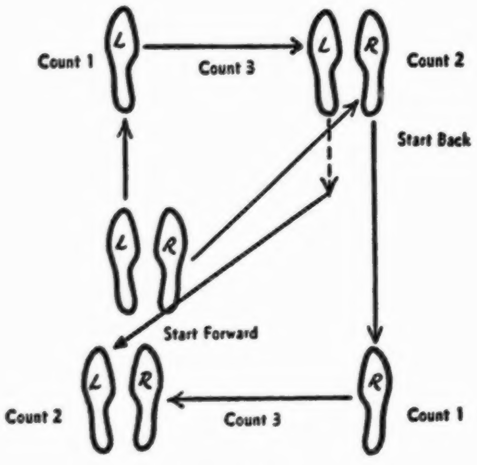
Feet are always together on count of 3.


L
Count 1
Count 3
L
R
Count 2
L
R
Start

Waltz Step

*Description:* Waltz box step.

| | |
|---|---|
| Step forward left | Count 1 |
| Step sideward right | Count 2 |
| Close left to right—take weight left | Count 3 |
| Step back right | Count 1 |
| Step side left | Count 2 |
| Close right to left—take weight right | Count 3 |


Count 1
L
Count 3
L
R
Count 2
Start Back
L
R
Start Forward
L
R
Count 2
Count 3
R
Count 1

Waltz Box Step

4. *Rhumba—4/4*

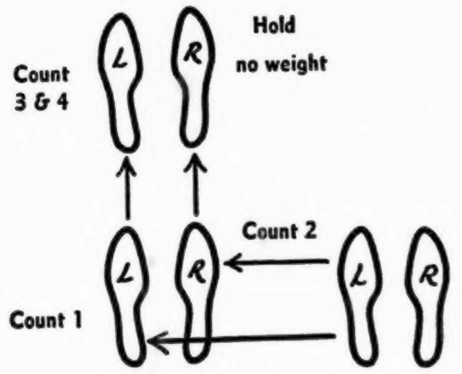
*Description:* Rhumba forward.

| | |
|---|---|
| Step sideward left | Count 1 (quick) |
| Bring right foot next to the left and step | Count 2 (quick) |
| Step forward left and hold | Count 3-4 (slow) |

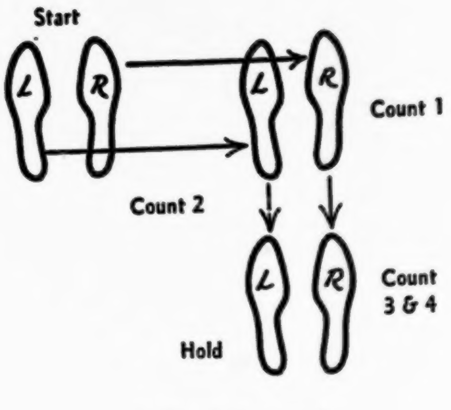
(Bring right foot next to the left but do not transfer weight)

*Description:* Rhumba backward.

Similar to forward step, but the opposite foot starting right.



A. Rhumba Forward



B. Rhumba Backward

*Variation:*

| | |
|---|---|
| Step forward left | Count 1 |
| Step sideways right | Count 2 |
| Bring left foot next to right and step forward | Count 3 |
| Hold | Count 4 |

## Creative (Modern Dance)

The teacher should direct, stimulate, motivate, and help students in creative dancing, but never dictate. Act as a guide and help the students to evaluate their work.

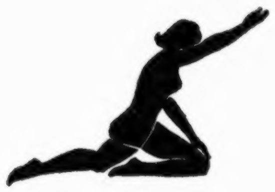
Working together in groups also helps the students.

1. Experiences in Dimension
   a. Give a movement theme. Vary it in space by presenting it in as large, then as small a range as possible.
   b. Two groups—second group answers first by enlarging the movement phrase to its largest scope.
   c. Locomotor activity. Cover floor space in 16 skips. Diminish the size by covering the floor in 32 skips across small area. Enlarge range by covering same space in 8 large skips.

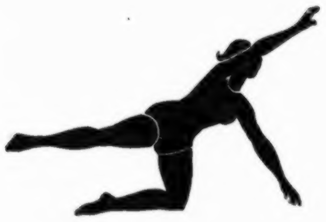
2. Experiences in Direction
   a. Emphasize changes in direction by walking in a different direction at a time indicated by a drum accent.
   b. Draw a design (floor pattern) on the board. Walk through the pattern.

3. Experiences in Level
   a. Compose and present a movement sequence or exercise on different levels.

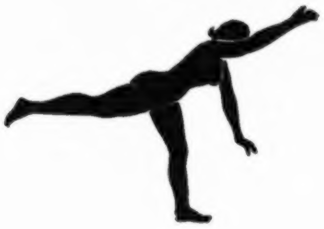
(1) On a low level (sitting or lying).


(1)

(2) On a medium level (kneeling).


(2)

(3) On a high level (standing).


(3)

4. Experiences in Focus
   a. Focusing on one given point throughout the dance.
   b. Focusing always in the line of direction of movement.
5. Give students one movement theme. Let them vary it by experimenting with:
   a. dimension and level
   b. direction and focus
   c. dimension, direction, level

## GAME AND GAME SKILLS

In the sixth grade, games should be played according to official rules when the skill of the group will permit. Modified rules are necessary at times and teachers should make it clear to students when official rules are not used.

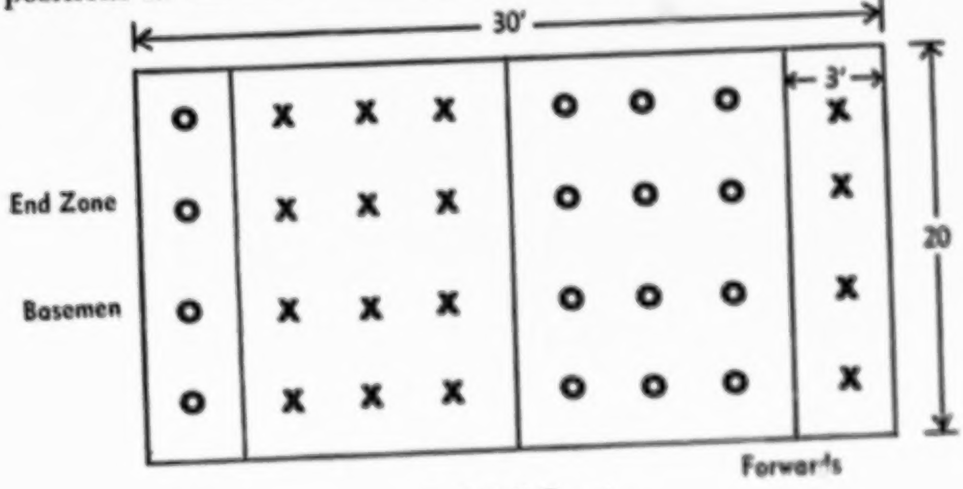
Some high organization games and game skills of team events may be taught best in units of two or three weeks. The season of the activity should also be considered in planning.

Some activities will require boys and girls to be taught separately. Emphasis should be placed on fair play and skill in performance. A bulletin board can be used for pictures of well-known sports figures.

### End Ball

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two equal teams. A third of the players on each team are end men, taking positions in their team's end zone. The remaining players are fielders and take positions in the half of the field farthest from their end zone.



End Ball Court

*Description:*

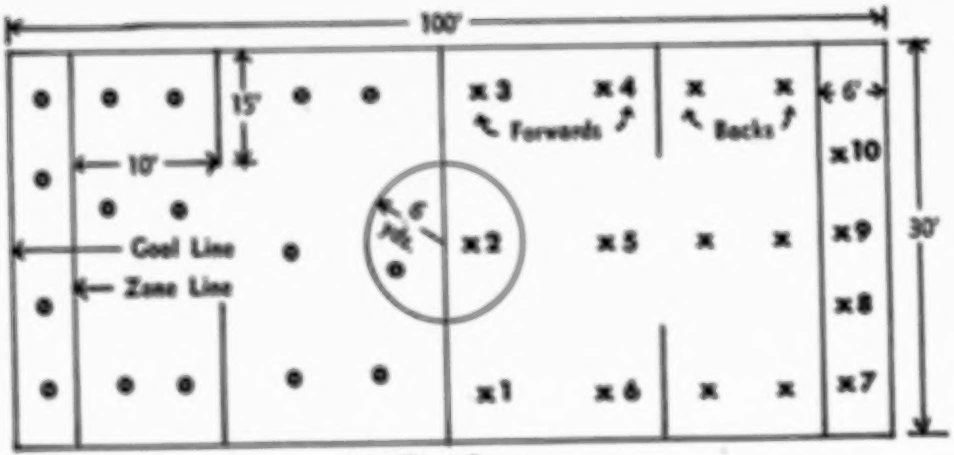
The basketball or volleyball is put into play at the center line by tossing it between two forwards of opposing teams. Each forward tries to tap the ball to a member of his own team. The team getting the ball attempts to throw it to one of its own basemen in the end zone. Each time one baseman succeeds in catching the ball, his team scores one point.

The ball is put back into play at the center after each point. The team having the highest score at the end of the playing time wins. The game consists of two periods with a two-minute rest between halves when the teams change goals. The ball is awarded the opposing team out of bounds for any of the following fouls or violations: pushing, holding, tripping, walking with the ball, stepping over the center line, or holding the ball more than five seconds.

### End Zone Soccer

*Space:* Playground.

*Formation:* Players are divided into two teams with team members numbered. Team X forwards 1, 2, and 3 stand behind the center division line. Team X halfbacks 4, 5, and 6 stand behind their forwards. The remaining players enter the zone area of their team and become the defenders. Team O players take corresponding positions at their end of the field.



End Zone Soccer

*Description:*

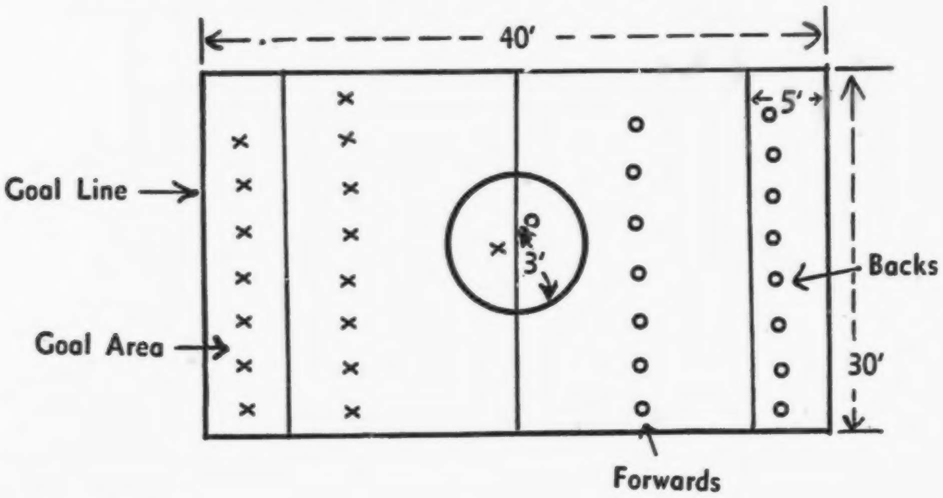
All players must be in their own half of the field and opposing players outside the center circle when the game is started with a kickoff on the center line. Team X forwards may advance to the zone line of their opponents in an effort to kick the ball over the end goal line. Halfbacks should never get ahead of forwards. Their duty is to follow up their forwards and feed the ball to them if the forwards lose it. Like the forwards, they play their own positions. Forwards, while in their own half of the field near their own goal zone, should not drop behind their warning line. The halfbacks should be there. The defending players of each team remain in their own zone areas and may not advance beyond the zone lines. No player may use his hands in playing the ball. If the ball is kicked for a goal and goes over the heads of the defenders, a free kick is awarded the defenders at the spot where the ball crossed over the goal line . To be a legal goal, the ball must pass over the line below the height of the tallest player. Each goal counts one point. After a goal, the other team has the kickoff. At the end of the first half, teams exchange goals. A goal may be scored from a free kick. The team with the higher total of scores after two periods of play wins. Following a goal, players on each team rotate. Forwards go to the position of the highest numbered defenders, halfbacks become forwards, and defenders become halfbacks.

The game is played in two halves of seven minutes each, but halves may be increased to 15 minutes. If Team X has the kickoff at the beginning of the game, Team O has the kickoff at the beginning of the second half.

## Soccer Goal Ball

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two teams. Half of the players on each team are backs defending the goal while the other half are forwards. Any number can play.



*Description:*

A ball is placed in the center of the circle and, at a signal, two opposing players in the circle attempt to kick the ball. Each team's forwards try to kick the ball across the opposing team's goal line. Fouls are scored on forwards touching the ball with the hands and kicking the ball higher than the heads of opponents. The penalty for a foul is a free kick from the center circle. The backs may use their hands. A goal made during play scores two points and a free-kick scores one. After each goal, forwards and backs on each team exchange places. The game can be played in ten minute halves with a two-minute rest period between halves.

## Fieldball

The object of this game is to advance a soccer ball by throwing it and to score by passing it through a goal.

Team—5 forwards (R wing, R inner, center, L inner, L wing)
3 halfback (R, center, L)
2 fullbacks (R, L)
1 goal keeper

Field—100 x 60 yards with goal posts 11′ high, 6 yards apart, crossbar 8′ high, 15′ semicircle in front of each goal.

Ball—soccer ball

Time—4 quarters of 8 minutes each.

Start the game by putting ball into play by a throw-off with or without a run up to the halfway line; play is similar to kick-off in football; ball must go at least 5 yards. (See Diagram)

Scoring—2 points for goal thrown by player outside semicircle.
1 point for goal thrown by player inside semicircle
1 point for penalty free-throw

Advance ball by throwing, bounce, limited dribble, juggle, or loop pass. Guard in any way that does not involve personal contact.

Tie ball caused opponents with one or both hands securely held on the ball is settled by a jump ball between players involved. If the ball goes out-of-bounds on sideline, a *throw-in* is taken at this spot. If a ball goes out-of-bounds over endline, the goal keeper throws from any part of semicircle. All opponents must be outside semicircle until ball is thrown.

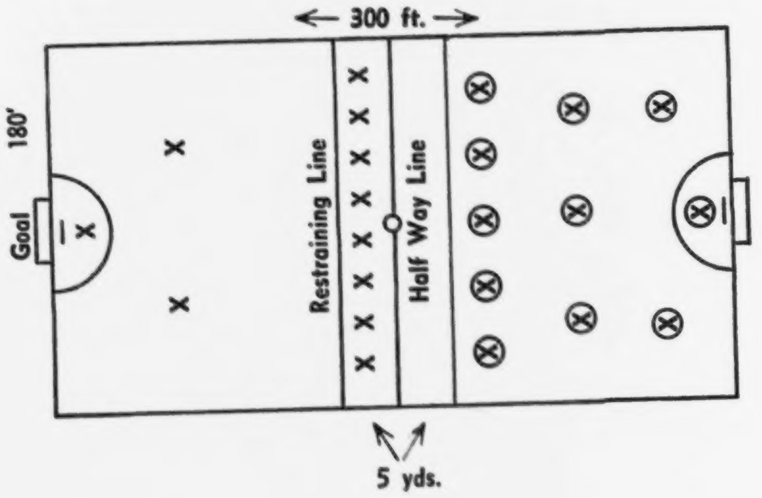
Fouls:

1. run with the ball
2. hand ball to a player
3. kick ball
4. strike ball with fist
5. hold ball more than 3 seconds
6. throw ball while sitting or lying on ground
7. snatch or bat a ball held by another player
8. come in contact with a player
9. failure of goal keeper to stay in semicircle

Penalty:

1. If outside semicircle, a *free-throw* on the spot by nearest opponent.
2. If inside semicircle by defense, a *penalty free throw* is taken by any attacking team member, 12 yards from goal. Goal keeper and 2 fullbacks may defend within 6 yards of goal. All other attacking players remain outside semicircle until ball is thrown. Defense halfbacks stay behind end line; defense forwards outside semicircle. All players come in for continued play, after the ball is thrown.

**Fieldball (diagram)**


300 ft.
180'
Goal
Restraining Line
Half Way Line
5 yds.

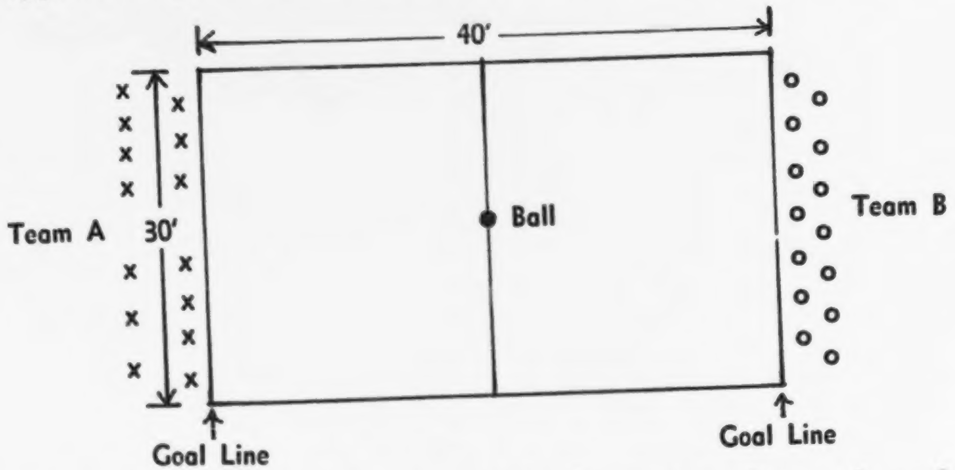
## Mass Soccer

*Space:* Playground.

*Formation:* The field is the same as for soccer goal ball, except there are no goal areas and no penalties.

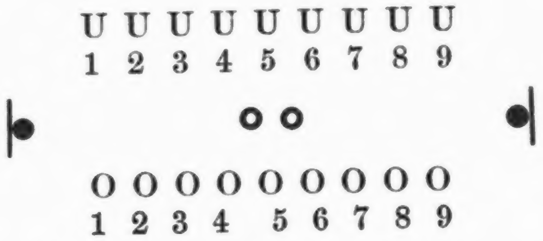
*Description:*

The teams line up behind their goal lines. The soccer ball is placed in the center of the field and, at the signal to start, the players rush the ball and attempt to kick it down over the opponent's goal line. A point is scored when the ball crosses a goal line. The ball is returned to the center after each goal. The game is played in two periods of five to ten minutes.


40'
Team A
30'
Ball
Team B
Goal Line
Goal Line

## Call Basketball

*Court:* Two parallel lines of players about 25 feet apart with each player spaced a full arms-length away from the player on his right.



*Equipment:* Two basketballs and goals.

*Players:* The two teams are numbered consecutively from right to left.

*Action:* The leader calls a number and the two players with that number run to the center, secure a ball, and pass it to each of their teammates in turn. Then they dribble to the basket and attempt a shot, rebound the ball, dribble back to the center of the court, and place the ball back in its original position. (A folded towel makes an excellent holder for the ball.) The first person back to the center scores a point for his team. If a player makes a basket, two points are added to his team's score. Each player has the possibility of scoring three points for his team. Be sure all numbers are called in a game by writing down each number called. Both teams can shoot at one goal, but if two goals are available, assign one to each team. Play continues until one team has scored 15 points.

*Teacher Hints:* The leader should specify the type of shot to be taken and the type of pass to be used. After the players become accustomed to shooting at the basket, the player may be required to shoot until he makes a basket. All passes should be made from the center of the playing area. If baskets are not available, the game can be played with passing and a dribble to a line and back.

## Softball Skills

As a physical education activity, softball should be devoted to skills practice. These skills would be concerned with:

*Underhand pitching:* The pitcher must stand with both feet on the piching plate. He steps forward on the left foot (for a right-hand pitcher) and the right foot remains in contact with the plate until the ball has left his hand. The delivery is legal when the arm swings parallel to the body with a full arm swing follow through.

*Catching fly balls:* Be at spot where ball will come down, cup hands slightly and allow ball to drop; do not grab for it. Think before you throw and throw. When ball is hit over your head, turn and run to spot where you think the ball will descend, glancing over your shoulder while running. Always call for the ball to avoid colliding with a teammate.

### *Throwing and catching*

a. Practice throwing underhand, overhand, sidearm, and pitching underhand.

b. Practice catching slow balls, fast ball grounders, high fly balls, pitched balls.

c. Practice throwing to all bases, to outfield and back, to infield from all points, to home plate, from grounder to nearest base, and from grounder to first base.

d. Practice pitching with pitchers and catchers working together, emphasizing legal delivery from pitcher's plate.

### *Batting*

a. Work for correct batting position.

b. Rotate members of squad so that every member has an opportunity to hit five balls.

c. Learn to judge whether pitched balls are good or bad.

d. Practice timing and placement of balls in relation to position of fielders and base runners.

e. Practice swing or drag bunts.

### *Base Running*

The following suggestions will help improve base running: 1. watch the ball and advance additional bases whenever possible (that is, when four balls are called on the batter, on a throwback from catcher to pitcher, and on any poorly thrown ball); 2. avoid wide turns when rounding a base; 3. run on any hit ball when there are two outs; 4. lead off after each pitch and advance if possible; 5. run along the foul territory side of the line from 3rd base to home to avoid being hit by a ball hit along the base line; 6. know the number of outs, inning, score, and count on the batter; and 7. avoid interfering with a player fielding a ball.

a. Practice for fast getaway after hitting ball. Know where ball has been thrown and to what point it is being returned. (A ball returned behind a runner often permits the taking of an extra base.)

b. Learn when to stick to a base, when to steal, when to run, when to take advantage of baseman's errors.

c. Practice touching all bases when making home runs.

*Fielding*

a. Practice fielding all bases in fielder's own territory.

b. Practice throw-ins from fielding positions; the ball should be relayed quickly and accurately in relation to positions of base runners, number of outs, and teammates' positions.

c. Practice getting into position on a long, hard, fly ball. The fielder should run toward the spot where the ball is going, turn his head to look for the ball, and keep his eyes on it.

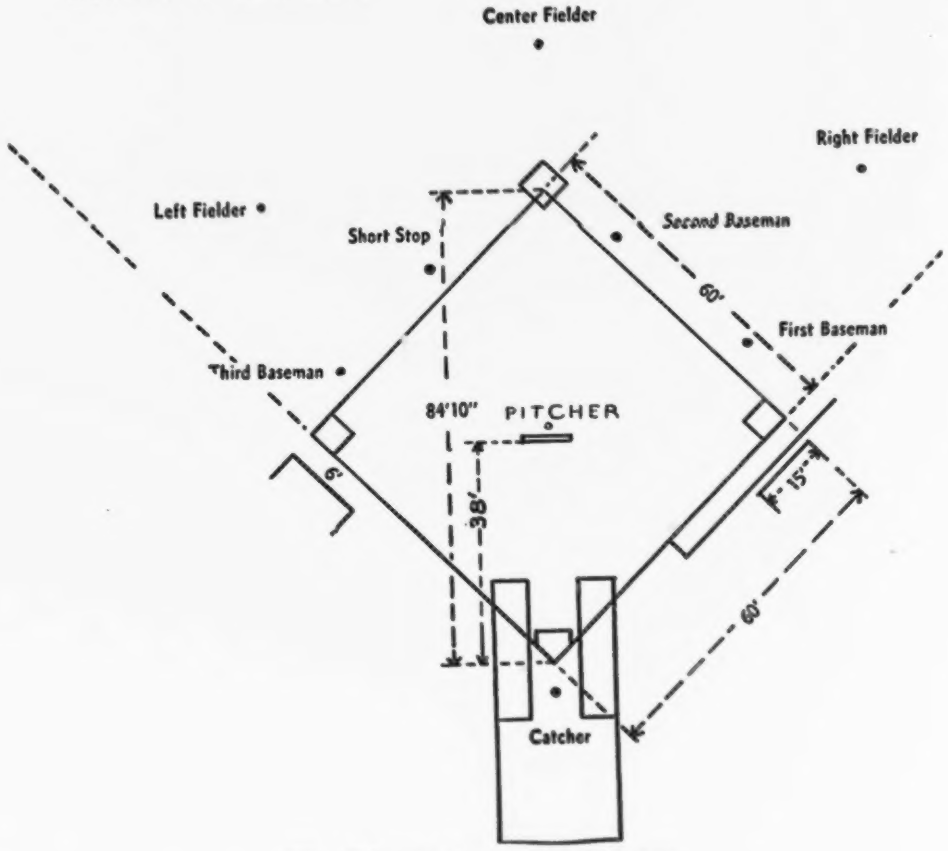
*Playing positions*

a. Know area to be covered by each player. (See figure.)

b. Learn to back up other players. Cover teammates' positions if they are pulled away from their own positions.

c. Never leave a base uncovered. Gain skill in throwing ball so that catching the ball and tagging runner or base will be made easily.

d. Know where to throw ball when bases are full and there are one or two outs.


Center Fielder
Right Fielder
Left Fielder
Short Stop
Second Baseman
60'
First Baseman
Third Baseman
84'10"
PITCHER
38'
6'
15'
60'
Catcher

The Diamond and the Players

### Modified Softball

*Equipment:* The diamond has 45 feet between bases, 30-35 feet between home and pitcher's mound; 15-inch square bases secured to the ground; home plate 17 inches wide, 12 inches deep; pitcher's plate of wood or rubber 24-30 inches long; lines on the field; bats of different weights; rubber covered balls of regulation weight and circumference; gloves for all fielders; chest protector and mask for every catcher.

*Players:* There are nine players on a team. One team is in bat; the other in field. Each player has a place in the batting order and takes turn at batting. See Diagram A for placement of players at beginning of inning or when there are no runners

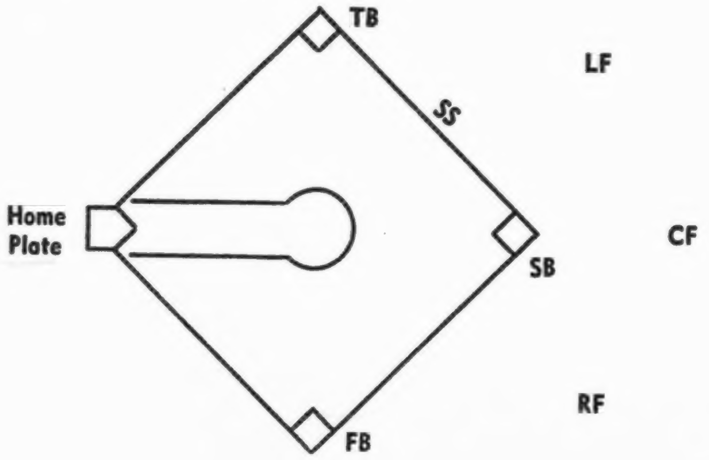


Diagram A

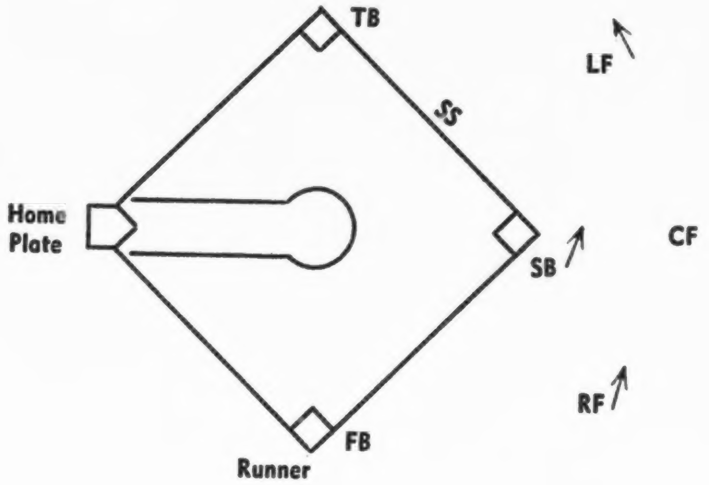


Diagram B

on base. See Diagram B for shift of players when runners are on bases or when a batter is known to hit to right field or left field.

*General rules:*

1. Each team has three outs per inning.
2. A game consists of seven innings. By mutual agreement there may be five.
3. A legal pitched ball goes between the batter's knees and arm pits and over the plate before hitting the ground. It is delivered underhand.
4. A legally batted ball goes inside the field of play (within side lines), or to the infield (between first and third bases). It must stay in the infield until it stops rolling. If it rolls outside, it is a foul. If the ball is hit to the outfield in the air and stays inside the foul line, it is a fair ball.
5. The batter is out on all fly balls caught whether legal or foul.
6. Three strikes by the batter put him out. EXCEPTION—When there is no runner on first base, the batter may run on the third strike *if* the catcher does not catch the ball. This is called the THIRD STRIKE RULE.
7. A foul ball counts as a strike except on the third strike.
8. A foul tip caught by the catcher is a strike, not an out.
9. The baserunner is out if the ball beats him to first base or if other baseman tags him before he gets to the base. If the runner is forced from any base, he is out if the ball beats him to the base. He does NOT have to be tagged in a forced play.
10. A batter becomes a runner after four balls (pitched balls which are not strikes).
11. The batter is out on an infield fly (even though it is dropped) if there is a runner on first and less than two are out. This is known as the INFIELD FLY RULE.
12. The batter becomes a runner if he is hit by a pitched ball.
13. The batter advances a base if he is hit by a thrown ball. He is out if hit by a batted ball.
14. The runner is out if he runs outside the baseline in an attempt not to be tagged.
15. A runner is out if he is NOT on base when the ball is pitched.

16. A runner may steal a base after the ball is pitched.
17. After a fly ball every runner must tag the base AFTER the ball is caught before he can run for another base. If caught off base, he is out.
18. A bunt is legal. It is out if the bunt is foul after the second strike. Otherwise it is a strike.

*Suggestions:* Children should think about what they will do with the ball if it comes to them. Errors should be discussed so that they will not reoccur. As it becomes evident that certain skills are not played well in the game, drills should be used to teach the proper skill. Lead-up games from previous years make skill practice more enjoyable.

Using a score sheet is a good learning experience. Keeping records of their errors, assists, times at bat, batting and fielding averages makes children aware of good playing. It is also a good way to correlate arithmetic with physical education.

More details of the rules, officiating, and official score sheets can be found in the DGWS Softball Guide.

### Volleyball Skills

A review of the underhand serve and the overhand volley from the fifth grade should be included in teaching volleyball skills.

*Underhand volley* (ball below chest): Player stands with feet apart and one foot slightly in advance, knees bent, arms flexed at elbows, and thumbs point out. Palms are up, fingers spread, and slightly flexed. Ball strikes fingers and entire body extends upward in a follow through.

*Net Balls:* Forwards recover net ball without touching net or crossing center line. Bend low (side to net preferable) and recover ball with underhand pass. Hit ball high to permit another player to get under it and pass it over.

### Modified Volleyball

*Equipment:* Regulation volleyball. 30 x 60 foot court; net 6 feet high. Allow serving area to come 6 feet inside back line for weaker players (See diagram).

*Serving order:* Type 1. Each player has a definite position to play at all times except when he serves, then he takes the RB position. A serving order is set up before the game begins and players serve in order. The RB is called a "roving player" and roves or moves to the server's place only when the team is serving. When play begins the RB takes his own position as do all other players. (See Diagram 1)

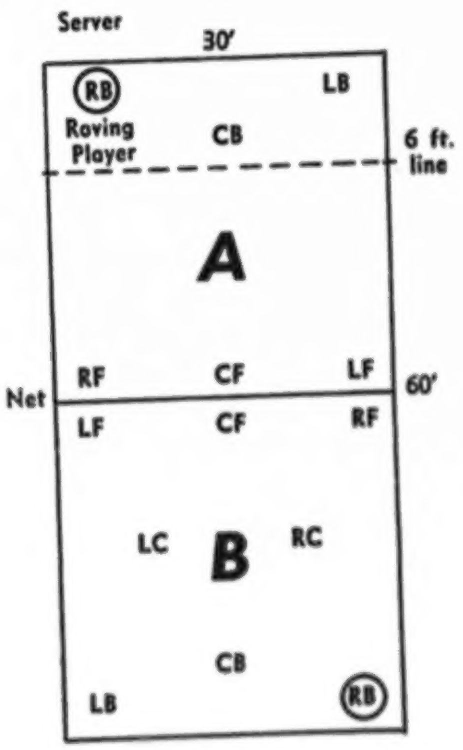


Diagram 1

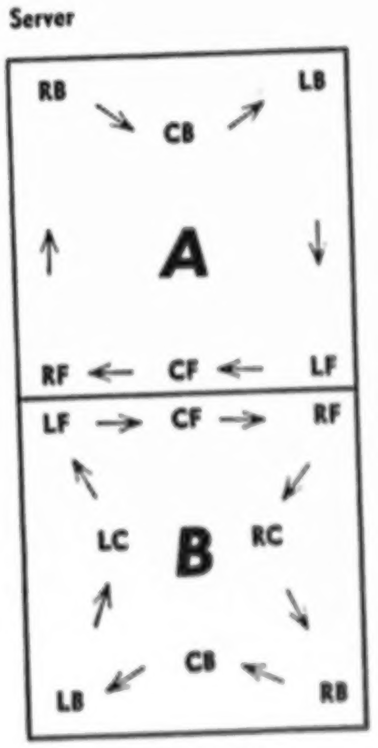


Diagram 2

Type 2. Players rotate to the RB position. Players move from one position to another, rotating when their team becomes the serving team. (See Diagram 2.) *In diagrams 1 and 2 the end of the court marked A shows the positions of 6 players, the end marked B shows the positions with 8 players.

*Serving area:* As in official volleyball, the serving area extends for the entire width of the court. Until players are good at serving, it is suggested that an area of 6 feet inside the court be marked for serving. After they master the skill of serving, require all serves to be made from behind the end line.

*Playing the game:* The game may be played with 10-15 minutes per half and a five-minute rest between halves. The game may also be played by points with the first team to score 15 points and 2 points ahead winning. The game is started with a serve by the team winning the toss. The second half is started with a serve by the other team. In successive games (as in a match of three games), the team which lost the previous game serves first.

*General Rules:*

1. A good serve must cross the net without touching it and fall within the boundaries. (If players are having great difficulty with the serve, allow one player to assist the ball in going over.)
2. Only the serving team can score. If the non-serving team makes a good play and the serving team cannot return the ball, the non-serving team wins the serve but not a point.
3. A player continues to serve as long as his team scores.
4. If a player touches the net, his team loses the point or serve.
5. Only three players may play the ball before it goes over the net. (Allow a "set-up to self", which permits players to hit the ball twice in succession. This is not allowed in regulation volleyball).
6. A player may not step over the line under the net.
7. A player may not reach over the net to contact the ball. He may follow-through over the net if he does not touch the net.
8. A player may play a ball off the net provided the volley is one of the three allowed.
9. Balls which fall on lines are good.
10. The server may not step on or over the serving line until the ball has left his hand.
11. The ball may not be allowed to touch the body except hands and forearms. (This rule may be deleted for beginners).
12. The player must volley (hit) the ball. He may not hold, push, lift, throw or shove the ball.
13. Substitutes may go in only when a team is serving.
14. A player may enter the game only one time. (This rule may be changed for beginners).

*Suggestion:* Teach children to officiate at their own games. Officials needed are referee, umpire, timers, scorers, linesmen. See DGWS Guide for techniques of officiating and for detailed rules.

### Tether Ball

Tether ball is an excellent playground game. It was originated in England in 1896 to provide an active game for a small space. This is a tennis-type activity played by two or four players. The game is played with a tennis-size ball on the end of a rope and wooden paddles or tennis racquets. Volleyballs are sometimes used so that players are in no danger of hurting their hands, since the game is more popularly played with the hands than with paddles or racquets. The object of the game is to bat the ball so that the rope will be wrapped around the pole above the six-foot winding mark.

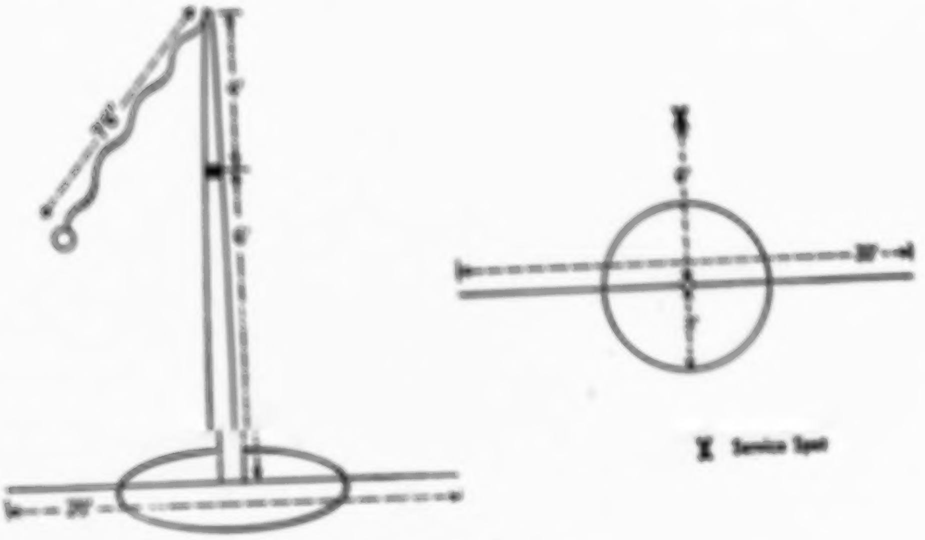
**Number of Players:** 2 or 4

**Playing Space:** 20 feet

**Equipment:** An iron pole 3" in diameter and 13' long or a tapered wooden pole (three feet of the pole is in the ground); sash cord or light rope 7½' long; wooden paddles or tennis racquets (these are not needed when players use their hands).

*Fundamental Skills*

1. Stance
2. Strokes
3. Serving



### Horseshoe Pitching

Pitching horseshoes is truly an American sport that dates back over 100 years. It is an ideal sporting game for clubs, country, and home, for youth as well as adults. Generally speaking, it is a good idea to follow the official rules in scoring. As an American sport the purpose is not to break records, but to relax and have fun. In this way the game of pitching horseshoes will be an excellent addition to the games to be played for relaxation as well as recreation.

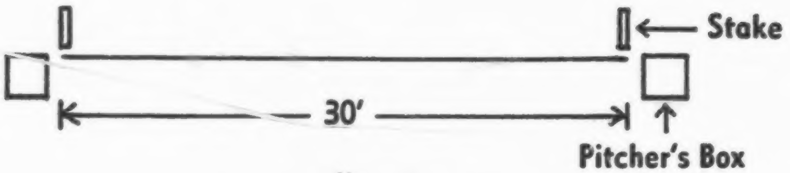
**Number of Players:** 2 or 4

**Playing Space:** 10 feet by 50 feet

**Equipment:** Two stakes and four horseshoes

*Fundamental Skills*

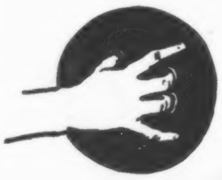
1. Grip on shoe
2. Stance
3. Swing
4. Release
5. Follow-through



Horseshoes

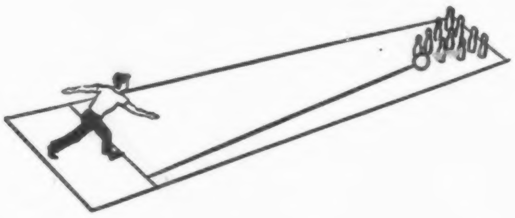
### Bowling

*Grip of the Ball:* There are three holes in the ball. The thumb goes in the single hole, the middle and ring fingers in the other two holes.



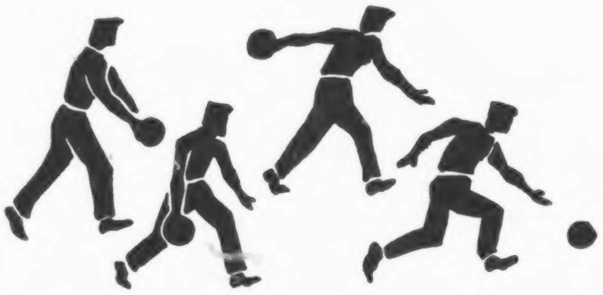
*One Step Delivery:* Stance should be comfortable and relaxed, with the feet parallel an inch and a half apart. The foot opposite the bowling hand should be about four and a half inches behind the other foot. Drop the bowling hand slowly to the side and lean forward, bending at the knees. Complete a pendulum swing by keeping the arm relaxed and the wrist straight. Swing the arm forward to eye level and then backward in an arc. Use these words, "Ready? Let's go" . . . Forward . . . Back . . . Forward." Repeat the pushaway and pendulum swing, and as the arm comes forward, slide ahead on the foot opposite the bowling hand.

Teachers should refer to the Gym-Bowl Instructional Manual produced by the American Association for Health, Physical Edu-



cation, and Recreation and Lifetime Sports Foundation. See address in Appendix A.

*Four Step Approach:*



The Four-Step Approach

(From AAHPER, *Physical Education for High School Students.* 1201 Sixteenth Street, N.W., Washington, D. C., 1964. By permission.)

## STUNTS AND SELF TESTING ACTIVITIES

### Tip-Up

Place the hands on the floor between the legs, elbows inside of knees. Bend the arms with knees supported above the elbows, lean forward until the feet are off the floor, and balance with only the hands contacting the floor. Spotter can assist student performing by easing him forward and helping him to maintain balance.

### Monkey Roll

The first child lies on his back on a mat, with his hands close to his head, and raises his feet upward, legs apart. The second child stands with one foot on each side of his partner's head. The first child grasps the ankles of the second child who leans forward and grasps the ankles of the first child.

The second child springs forward, tucks his head down, and does a forward roll between his partner's legs. As the second child rolls over, he brings the first child to a standing position. The stunt is repeated with the first child rolling. Each child must keep a firm grip on his partner's ankles.

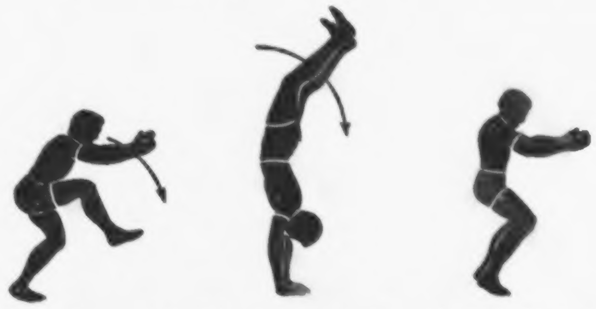
### Knee-Hand Spring

No. 1 lies on his back with knees bent and feet flat on surface, heels close to the buttocks. No. 2 should run a short distance, use the skip step, and place hands on No. 1's knees. He completes a handspring with the help of No. 1 pushing on No. 2's upper back, helping him to a standing position. Spotter should stand at the side of No. 1 at the knees and as No. 2 places his hands on No. 1's knees, he should place his hand behind No. 2's head to lift him to a standing position.

### Handspring Forward

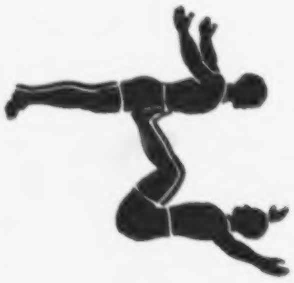
The tumbler takes the same running and arm action as in the round-off but as he brings his hands to the mat they are placed about shoulder width apart from each other. One leg is thrown up and over the head and hands; the other follows closely. As the feet are on the downward swing to the mat at the finish of the exercise, the tumbler should push from the mat with the hands and attempt to lift the trunk of the body to regain the standing position. The beginner will have trouble extending the body in the up-and-over action and will therefore lack momentum to carry him to his feet. Common errors are attempting to lift the hands from the mat, doubling up the body, or tucking the head.

The spotter should stand beside the place on the floor where the student doing the handspring will place his hands. He will have to place one hand behind the student's head as he completes the handspring to aid him in coming to a standing position and to maintain this position.



### Front Swan

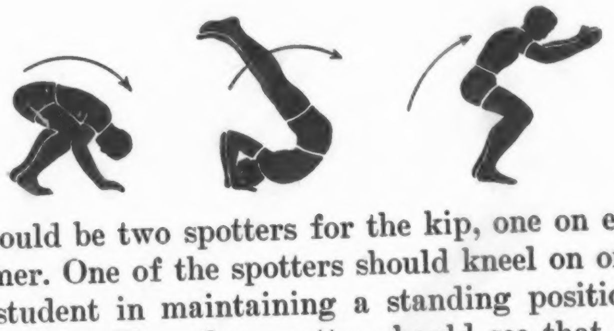
No 1 lies on his back. No. 2 places No. 1's feet at his pelvis, heels together. No. 2 clasps No. 1 hand-to-hand. No. 1 then pulls



and lifts No. 2 to a balance position, releasing his hands when the balance is assured. Spotter should stand on either side. He should aid No. 2 to maintain his balance by grasping the leg closest to him.

### Kip-Neck Spring

The tumbler takes the same starting position as that for a forward roll. He begins as in a forward roll but as the back of the neck and upper part of the shoulders touch the mat, he throws his thighs and extended legs up and out, attempting to raise trunk of the body by pushing from the mat with the hands and bringing the head forward. The feet should be brought to the mat as close under the body as possible. He should finish in a balanced position on his feet. Have the tumbler pretend he is attempting to touch a place high up on the wall in front of him with his feet during the kick. Another student can assist by placing his hand under the neck and lifting up as the upstart is executed.



There should be two spotters for the kip, one on each side of the performer. One of the spotters should kneel on one side and assist the student in maintaining a standing position after he has done the kip. The other spotter should see that the student does not fall back on his neck.

### Pyramids

Teachers should refer to previous grades for suggestions in building pyramids.

### Balance Beam Exercises

1. Walk the beam backward with an eraser balanced on the back of each hand. At the center, turn around and walk backward to the end of the beam.
2. Walk to middle of beam, do a right-side support, rise, and walk to end.
3. Walk to middle of beam, do a left-side support, rise, and walk to end.

4. Place eraser at middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind himself, rise, and walk back to end.
5. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
6. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around, and walk right sideward to end.
7. Hold wand 15 inches above beam. Balance eraser on head, walk forward, stepping over the wand.
8. Hold wand 15 inches above beam. Balance eraser on head, walk backward, stepping over the wand.
9. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over the wand.
10. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over the wand.
11. Have wand held at height of 3 feet. Walk forward, hands on hips, and pass under the wand.
12. Walk backward, hands on hips, and pass under the wand.

### Rope Jumping

Teachers should refer to previous grades for rope jumping skills. Children should be encouraged to develop their own routines. The use of music will add interest and imagination to pattern movements.

### Gymnastics

Children are encouraged to develop routines by using previous grade stunts as well as those described in this chapter. At this age some students may be interested in developing specific skills in certain tumbling stunts.

### Track and Field

The use of skills learned in previous grades will make it possible for sixth grade students to engage in a track and field meet.

Events may include:

Dashes: 50, 70, 100 yards.
Relays: 200 yards shuttle and pursuit.
Hurdles: 50 yard.
Throw for Distance: Softball, soccerball, basketball.
Jumping: Standing and running broad jumps.

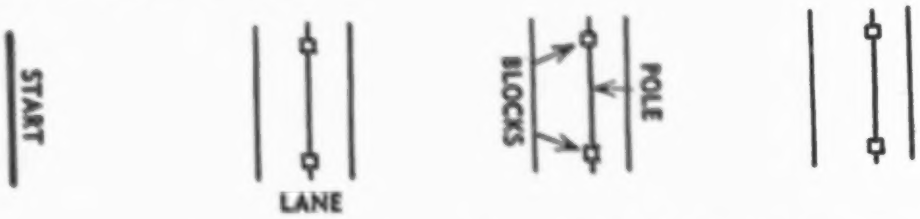
## Low Hurdles

Equipment: It is suggested that 24-inch cradle base hurdles be used. These can be purchased or made.

Four hurdles are used. The distance from start to finish is 50 yards. The distance from the starting line to the first hurdle is 39′ 4½″; the distance between hurdles is 26′ 3″. The feet of the hurdle is *always* placed toward the runner. Hurdles may be lowered to 18″. They can be raised to 30″ after skill is achieved.

How to teach hurdling:

Basically hurdling is running. One should always say "running the hurdles" never "jumping the hurdles" because at no time are both feet on the ground at the same time nor is the right-left pattern changed. This is a speed event and if a hurdler goes high off the ground, as in jumping he cannot go as fast over the given distance.



Step 1. In a running area mark lanes 3-4 feet wide at intervals of approximately 20 feet.

Children should be taught to avoid running in any lanes. They should take wider runs or steps when they come to the lanes.

Step 2. In the middle of each lane, place a pole mounted on two bricks or blocks of wood. Now have the children run, clearing the lanes and the pole.

Step 3. Raise the poles gradually by adding blocks. As they are raised, place the blocks closer to the back line of the lane. Keep them out of the lanes yet clearing the poles.

Step 4. Take out every other lane so that the poles are now approximately 40 feet apart, and the poles are 18 inches high. Now concentrate on just clearing the lanes so that the children are getting the lead foot (first one over the pole and the first one down after getting over the pole) down on the ground very close to the lane line or pole.

Step 5. Exercises recommended are:

a. Sit on the ground with the lead leg in front, knee extended, ankle stretched, and toe pointed. The trail leg (last one over) is bent at hip and turned outward so that the instep is on the ground and the toe pointing away from the body. In this position children reach forward over the lead leg with the arm on the opposite side and touch hand to toe, keeping head as high as possible. The other arm is bent and elbow is driving backward as in running. Bend body over leg.

b. Stand on foot of trail leg. Put toes of lead leg on hurdle. Bend and reach as in above exercise.

c. Have children walk outside of hurdles and as they come to a hurdle put trail leg in position of exercise (a.) and take it over the hurdle.

These three exercises put the body in the correct position for clearing the hurdles.

Step 6. This is for children who can run the "pole hurdles" above. Until they can clear these, do not use the regular hurdles. Some companies make hurdles with straps of cloth that can be used across the top instead of solid wood during practice.

Place one hurdle at the proper position from the starting line. Let children run it, continuing to run after they clear it. When they do this satisfactorily, add a second hurdle at the proper position, etc. until all four hurdles are in use.

Concentrate on good form rather than on time or speed, then use a stop watch and time the children.

Keep students exercising every day *before* running the regulation hurdles. A warm-up is always necessary.

Suggestion: Write to Leflar Company for free teaching materials and refer to DGWS Guide for detailed rules and teaching tips.

### High Jump

The approach is taken from an angle to the center of the bar. Either five or seven steps should be taken, the first step on the foot from which the jump is made. This should be the foot of the stronger leg. On the run to the center of the bar, the body should be kept straight until the last step. The run is slow. The take-off is made about 1½′ from the bar. The take-off is a vertical push or spring. The free foot should cross the bar first. On the spring, the knee of the free leg is brought up forcefully. Now the body rolls sideways over the bar and into the pit. As the body rolls, the take-off or pushing leg is kicked upward and back to give more height.

*Suggestions for Teaching:* Avoid leaning on the approach which causes diving over the bar. Emphasize upward spring. The body should be lowered on the roll over the bar.

## OUTDOOR EDUCATION

Compass Reading and Mapping—The Boy or Girl Scout Manual will give excellent materials in the use of the compass for mapping out a course for students to follow and for compass reading.

Hikes can be organized after school. Parents often enjoy going with their children for these hikes. Scout leaders will usually help the teacher on this unit.

A model compass can be made by the teacher by using a piece of cardboard for the base, and a foil pie pan for the casing. The bottom is cut out of the pan and the rim mounted upside down. An arrow (indicator needle) is mounted on the center of the cardboard with a brad. It can move to the different compass points. The children can make these models too.

A good compass can be purchased for less than $3. Four to six children can use one compass.

At the sixth grade level the teacher should utilize all the outdoor education skills learned in previous grades. A combined project of a hike with a cookout would be a good way to use skills learned in former years.

### Knifemanship

General rules:

1. Know what use will be made of knife before buying it.
2. Know parts of knife and what each part is used for.
3. Know how to clean, sharpen, and handle the knife.
4. Know how to use it skillfully and safely.
5. Know how to care for it when not in use.

How to sharpen a knife: It is very important to keep a knife sharp. It is safer because it does not require much pressure to make a cut and chopping motions are unnecessary. Use a sharpening stone—an oil stone, a whetstone or carborundum. A small stone is easy to carry in the pocket and thus handy at all times. Hold the stone with the thumb and forefinger below the top edge. Place the blade of the knife flat on the stone. Apply pressure away from the knife edge and move the blade over the stone with a circular motion. Turn the blade over and repeat. Test on the edge of soft piece of wood.

Using a knife: Grip the handle firmly with the whole hand. Apply pressure by pushing with the whole hand, never with the thumb on the back of the blade. Apply pressure away from you. To make a notch, cut a diagonal on the stick then cut another diagonal from the opposite direction.

When the knife is *not* in use: close it before laying it down. If it is to be placed aside for a few minutes, place it on its side, not on its back with the sharp edge up.

When passing a knife: The passer should hold the knife on or near the blade and extend the handle toward receiver.

### Air Rifle

As a part of the outdoor education program, it is strongly recommended that sixth graders be given some information and instruction in the use of guns. Several children of this age will have air rifles.

The Daisy Manufacturing Company, Rogers, Arkansas has a kit with complete instructions for teachers. Further information on the cost of the kits and a demonstration teacher can be sent to the school upon request.

Wildlife Commission employees, game wardens, and local community sportsmen are willing to come to schools to discuss safety and hunting laws with the children.

## EVALUATION

### Volleyball

*Skills Tests*

Divide pupils into squads, with not more than 3-5 persons in a squad, and with a score-keeping leader in charge of the squad.

*Service Test*

6½ foot net, 15 foot distance

Pupil being tested stands behind serving line and serves ball as in a game. Scorer stands near server to watch for foot faults and illegal serves. Squad members stand in opposite court and return balls after ball has bounced. They announce whether ball is good, out, or a line ball. Latter is scored good. Each ball successfully served within boundary of half court on opposite side and over net counts 1 point. (3 out of 5 trials is passing).

*Repeated Volleys*

Equipment: volleyball, stop watch, wall space marked 6½ feet from floor, 3 foot restraining line; 10 ft. wide space allowed each student. Personnel: timer and scorer.

Procedure: Player stands behind 3 foot line and tosses ball up against wall with underhand motion. When it rebounds, he volleys the ball repeatedly for 30 seconds. Ball must be hit above 6½ foot line; play as in the beginning of test.

Score: one point every time ball hits wall on or above 6½ foot mark behind 3 foot restraining line. Three 30 second trials given with a rest between each. Best score is recorded. (10 volleys is passing)

*Spike, Block, and Net Recovery*

Rated by teacher during class drills. (*California Guide*, p. 808)

*Written Test*

A. Fill in the blanks

1. The winner of the game is the team which first scores either ____ or ____ (15, 21)
2. There are ____ (number) hits allowed on each side before the ball must go over the net. (3)
3. A volleyball should be hit with the ____, not with the first. (finger tips)

B. True-False

1. It is fair if a person hits the ball with his head as long as he only hits it once. (F)
2. If a person does not get the ball over the net on the first serve, he gets another chance. (F)
3. A person may serve either over-handed or underhanded. (T)
4. The team that is not serving can receive points. (F)
5. A person may serve from anywhere behind the back base line. (T)

C. Multiple choice

1. The number of players on each team is (a) 5, (b), 10, (c) 8, (d) *6*.
2. A person (a) may, (b) *may not*, go over the line under the net.

3. When a person hits the net (a) *the ball or point is given to the other team*, (b) the same team gets the point or (c) the same team gets to serve again.
4. A person may hit the volleyball (a) 3 times, (b) 2 times (c) *1 time*.
5. A person in the back of the court should (a) try to hit the volleyball over in one hit, (b) *set it up for the front row*, (c) try to get it over in two hits.

## Bowling Evaluation

### Skills Test

1. Teacher rating of student's pendulum swing, four-step walk, and complete delivery.
2. Teacher rating of student's position for strikes and spares.
3. Average of three game series (passing average—60)

### Written Test

#### True-False

1. In assuming the correct stance, all bowlers put the left foot in front of the right. (F)
2. Most beginners use a four-step delivery and experienced bowlers use three steps. (F)
3. In learning the footwork, it is important to remember that we always walk in a straight line. (T)
4. A strike is achieved by knocking down all the pins with the first roll of the ball in the frame. (T)

#### Completion

1. The ____ is the organization which controlls and regulates U. S. bowling.
   (National Bowling Congress NBC)
2. A ______ is a ball that breaks sharply to the left after release. ([illegible]ook)
3. A ____ is achieved by knocking down all ten pins in one frame with two rolls of the ball. (spare)
4. The strike zone or the area between the 1 and the 3 pins is called the ________. (pocket)

#### Multiple Choice

1. Correct etiquette calls for the bowlers on (a) *your right* (b) your left to have the right of way, if all parties are ready to bowl.

2. In picking the correct ball, select a ball in which the thumb hole is (a) very tight, (b) *relatively loose.*
3. Bowling may trace its history back to the (a) *Egyptians* (b) Huns (c) Assyrians.
4. Bowling was popular at times in (a) Germany (b) Italy (c) Polynesian countries (d) England (e) All of these.

Scoring Student fills in blank score sheet

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Name | 8 | 21 | 28 | 47 | 56 | 61 | 78 | 86 | 92 | 106 | |
| Frame | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Score | 7-1 | 2-8 | 3-4 | 10 | 5-4 | 3-2 | 4-6 | 7-1 | 4-2 | 3-7 | 4 |

## Swimming Evaluation

**Skills Test**

Skills tests should be given at intervals throughout the unit. Skills will be determined by the student's ability to pass the requirements for the levels of swimming found in the Red Cross Water Safety Instructor's Manual.

**Written Test**

Written tests will be determined by the level of swimming that each student has achieved according to the Red Cross tests. Tests can be obtained from the Red Cross.

## Bicycle Checklist

Check at beginning and end of year

Key: E—excellent
G—good
P—poor
F—failure

NAMES

Ability to make a right-hand signal correctly.

Ability to make a left-hand signal correctly.

Ability to make a slow-down signal correctly.

Ability to take responsibility for riding a bicycle on the correct side of the street and in a manner that is safe for rider, pedestrians, and automobile drivers.

Ability to take the responsibility for periodic bicycle check-ups.

## Safety Test

A. Fill in the blanks:

1. Swimmers should wait at least ______ hour(s) after eating before swimming. (2)
2. A bicycle should be ridden on the ________ side of the road. (right)
3. __________ colored clothing should be worn at night when walking along a highway or riding a bicycle. (white)
4. Pedestrians should walk on the ________ side of the highway. (left)
5. Streets should be crossed at __________ (acceptable answers: corners, crosswalks, intersections, lights, etc.)

B. True-False

1. Half of all accidents occur in the home. (T)
2. A first aid kit should always be taken on a hiking or camping trip. (T)
3. Gasoline or kerosene is good for starting a camp fire. (F)
4. Playground equipment is constructed for safety, but extra precautions are still necessary. (T)

C. Multiple Choice

1. Cutting with a knife should be done (a) *away from the body*, (b) toward the body, (c) either, because it does not matter.
2. If a boat capsizes, the best thing to do is (a) swim away from it, (b) *hold on to it*, (c) swim under it.
3. The greatest dangers in flying a kite are (a) trees, (b) no wind (c) *electric wires.*
4. When walking up and down stairs at school, keep to the (a) left, (b) *right*, (c) middle.
5. Safety is important (a) at home, (b) at school, (c) out-of-doors, (d) *all of these.*

## Rifle Evaluation

### Rifle Safety Program Checklist

Check at the beginning and end of unit.

Key: E—excellent
G—good
P—poor
F—failure

6

Ability to fire from four shooting positions: prone, sitting, kneeling, standing.

Familiarity with range firing procedure.

Ability to adjust sights for firing.

Ability to recite the ten National Rifle Association Safety rules.

**Rifle Safety Test**

A. Fill in the blanks

1. The length from the firing line to the target is ........ (15 feet)
2. The part of the rifle resting against the shoulder is the ................ (acceptable: butt or stock)
3. The ................ position is lying down. (prone)
4. There are ............ sights on the rifle. (2)
5. ................ is the highest point value on the target. (10)

B. True-False

1. When dirt clogs the barrel, it is best to shoot it out. (F)
2. It is safe to store a loaded gun on a shelf. (F)
3. The first firing procedure command is "First relay on the firing line, fire one round." (T)
4. Never point a gun at anything you do not want to shoot. (T)
5. The prone position is the standing position. (F)

C. Multiple Choice

1. Which man cocks the gun? (a) spotter (b) coach (c) *adult supervisor.*
2. What is firing without ammunition called? (a) *dry firing*, (b) dummy shooting (c) live firing.
3. How many shots are fired at the target? (a) 10, (b) *5* (c) 7.
4. All firing ceases at what command? (a) *cease fire*, (b) stop firing, (c) shooters rest.
5. What are the four firing positions? (a) prone, sitting, lying, crouch, (b) kneeling, crouch, prone, sitting, (c) *sitting, kneeling, prone, standing.*

### Riflery Skills Test

Equipment—a) eight Daisy spring type B-B rifles No. 25
b) eight firing stations
c) 50 official 15 foot rifle targets
d) four Daisy 40″ giant bulls-eye B-B pack
e) an unobstructed area 15′ by 45′

Test—Each student will fire 5 shots into a target 15′ from firing line. After all students complete firing, targets will be changed and replaced. On the proper firing signal, 5 more shots will be fired again by the same students.

Scoring—The score is the total number of points obtained by adding the scores of both targets.

Highest possible score = 100
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

## Track and Field Evaluation 6th Grade

### Written Test

A. True-False

1. In a starting position for a sprint race, the strongest leg is forward. (F)
2. Coordination of arm and leg movement is of utmost importance to a sprinter. (T)
3. Shuttle relays and continuous relays are the same type of races. (F)
4. All relays are of the same distance. (F)
5. The stride of the long distance runner is different from that of a sprinter. (T)
6. The height of a low hurdle is 2′6″. (T)
7. Scoring in a dual meet is 5 points for first place, 4 for second, 2 for third, and 1 for fourth. (F)
8. The take-off in the highjump should be at about arm's length from the bar. (T)
9. A high school shot-put weighs 12 pounds, a college-shot put weighs 16 pounds, and a woman's shot-put weighs 10 pounds. (F)
10. A "scratch" means the jump or throw is the best recorded. (F)

B. Fill-in the blanks:

1. ........ is the second command given by thestarter. (set)
2. ........... help sprinters get better starts. (starting blocks)
3. The best ...... determines the winner of every race. (score)
4. A ........ is passed from runner to runner in a relay race. (baton)
5. At the end of a race, the speed should not be slowed and the stride not shortened until the runner .................... (breaks the tape)
6. Distance runners have ......... strides. (long,smooth)
7. A broad jumper must hit the ............ before he jumps. (take-off board)
8. Most high jumpers use the ........ technique. (barrel roll or western roll)
9. The ability to regain .......... form after clearing a hurdle is of greatest importance. (sprinting)
10. The shot-put should be ......... rather than ........ (pushed, thrown)

C. Matching

1. hop, step, jump (e)
2. relay (g)
3. to your marks, set, go (f)
4. long stride (j)
5. hitch hike (i)
6. 12 pounds (d)
7. intermediate hurdle (h)
8. western roll (a)
9. high hurdle (k)
10. short stride (b)

a. high jump
b. sprinter
c. 2′10″
d. shot put
e. triple jump
f. start
g. baton
h. 3′
i. broad jump
j. distance runner
k. 3′6″

D. List 10 specific events you would see if you were watching an Olympic Track Meet.

1. pole vault
2. high jump
3. shot-put
4. javelin
5. discus
6. 100 meter dash
7. 200 meter dash
8. 400 meter hurdles
9. 1500 meter run
10. steeplechase

### Skills Test

50 yd. dash—7.8 boys and 8.1 girls
70 yd. hurdles—12.6 for boys and 13.2 girls
high jump—minimum of 3′ as high as possible
standing broad jump—5′4″ for boys and 5′0″ for girls
softball throw—106′ boys and 79′ girls
660 yd. walk and run—2:21 boys and 2:43 girls

## Camping Evaluation

### Written Test

Write an essay describing how you would teach your parents to enjoy the outdoors using the skills and activities you have learned. Discuss what you have learned about planning a camping trip, shelter, fire building, food, safety, and any other aspects you think necessary for a full understanding and enjoyment of outdoor life.

### Skills Test

Use compass to find direction
Build a cooking fire
First aid skills: stop bleeding, bandaging, artificial respiration
Knot tying—tie 3 kinds of knots
Use and care of tools
Identification of harmful snakes and plants.

## Gymnastics Evaluation

### Written Test

A. True-False

1. During a cartwheel only one hand is on the mat at all times. (F)
2. The position of the legs has no effect on the frog-hand balance. (F)
3. When doing a forward roll, the arms are between the legs and the hands on the floor. (T)
4. When doing a forward roll from a squat position, the head should always touch the mat. (F)
5. The head is held backward throughout a backward roll. (F)
6. In a headstand, an equilateral triangle is made by the head and the hands. (T)

7. To complete a headstand, balance must be gained before the legs are brought up. (T)
8. Learning a kip is an important lead-up to a handspring. (T)
9. A spotter is not needed after the headspring and handspring are learned. (F)
10. Two feet should always be kept on a balance beam. (F)
11. When doing a seat drop, the hands should be at the sides with the palms down. (T)
12. Arching the back is important in executing a front drop. (T)
13. A rope can be climbed only by those with special training. (F)
14. A routine consists of a series of stunts done in succession. (T)
15. Both the high bar and the low bar are used for vaulting. (F)

B. Multiple Choice

1. A balance beam is made of (a) fibre glass, (b) aluminum, (c) *wood*, (d) steel.
2. The proper height for grasping a rope for climbing is (a) over the head, (b) *chest high*, (c) eye level, (d) at the waist.
3. Which is a stunt not performed on a trampoline? (a) knee drop, (b) *scale*, (c) flip, (d) bounce.
4. Which vault is done on the side horse? (a) courage, (b) straddle, (c) front, (d) *all of these*, (e) none of these.
5. A forward roll can be done from which position? (a) squat, (b) standing, (c) walking) (d) *all of these.*
6. A half twist is done from a forward roll by (a) starting backwards, (b) twisting the body while on your back, (c) *crossing the legs*, (d) none of these.
7. Strong (a) leg, (b) back, (c) neck, (d) hand, (e) *none of these muscles* are needed to perform a good headstand.
8. The hands and knees touch the trampoline at (a) *the same time*, (b) different times in the hands and knees drop.
9. Which routine is easiest to perform on a trampoline? (a) front flip, back drop, seat drop, front flip, (b) hands and knees drop, back drop, knee drop, front drop, (c) *knee*

*drop*, *seat drop*, *hands and knees drop*, *front drop*, (d) front drop, knee drop, back flip, front flip.

10. The horizontal stand, thigh mount, and the fan are all examples of (a) headstand, (b) *pyramids*, (c) rope climbs, (d) rolis.

C. Fill in the blanks:

1. Pull-ups are done on a .................. (horizontal bar)
2. The ................ and ................ are used for vaulting. (low bar and side horse)
3. The ............ is used when learning a front flip instead of a full bounce. (knee drop)
4. The ............... is just as important as the mount on a balance beam. (dismount)
5. A routine consists of a series of ................. (stunts)

D. Matching:

1. squat, tuck chin, roll over (f)
2. stirr-up (c)
3. hand, hand, foot, foot contact with mat (k)
4. hands and head form a triangle (g)
5. concerned with safety of participant (e)
6. name given to participant (d)
7. part of this apparatus is called the "bed" (a)
8. this piece of apparatus is used for vaulting (b)
9. scales, pivots, and squats are done on this piece of equipment (j)
10. strongest on bottom, smallest on top (h)

a. trampoline
b. side horse
c. rope climb
d. gymnast
e. spotter
f. forward roll
g. hand stand
h. pyramid
i. headstand
j. balance beam
k. cartwheel

**Skills Test**

1. Series of rolls: forward, backward, shoulder, cartwheel.
2. Hold headstand for 8 seconds.
3. Trampoline: compulsory stunts—knee drop, seat drop, front drop, back drop, hands and knees drop. Perform 6 of these stunts or stunts of own choice combined into a routine.
4. Balance Beam: mount, balance, walk forward, backward, sideways, knee scale, dismount.

5. Rope Climb: have student climb as high as possible and judge accordingly.
6. Vaulting (side horse): front and straddle vault—grade on form and execution.

### Square Dance Test

A. Fill in the blanks:

1. ............ is the name in the square dance that is described below.

   In a circle face your partner, and grasp partner's right hand and step forward with the right foot. Proceed forward, passing partner on the right side and taking a step to each of the beats. Grasp the left hand of the next person. Proceed, passing this person on the left, and grasp the next person's right hand. Continue around the circle.
   (grand right and left)
2. Hooking elbows with the hands carried at the height of the locked elbows and swinging is called ............. (elbow swing)
3. .......... position is also the Skater's Position. (promenade)
4. .......... is the oral cue for the square dancers. (calling)
5. .......... is the movement in which one places the heel diagonally forward, then brings the same toe into place beside the right foot. (heel-toe)

B. True-False

1. Active couples are those who start the dance or to whom the call is addressed. (T)
2. A right hand turn once around with a person is the allemande left in a square dance. (F)
3. The head couples are couples 2 and 4 in a square. (F)
4. The girl is always on the boy's right. (T)
5. Toward the head of the column is up. (T)

C. Multiple choice

1. The active couple progressing around the set to dance with the standing couples is called the (a) side couple, (b) *visiting couple*, (c) dancing couple, (d) progressive couple.
2. The Cotton-Eyed Joy square dance is (a) *mixer*, (b) processional, (c) round.

3. A corner or neighbor is the dancer on (a) *boy's left or girl's right*, (b) boy's right or girl's left, (c) boy's left or girl's left, (d) boy's right or girl's right.
4. When a dancer hears the call "circle right" all the dancers move (a) *clockwise*, (b) counterclockwise.

### Social Dance Quiz

A. Fill in the blanks:

1. ............ is the name of the social dance step in which the movement is step-together-step-hold, etc. (two-step)
2. The ............ means that partners face each other, toes straight ahead. The boy's right arm is around the girl; the girl's left arm and hand are placed on the boy's upper arm and shoulder. (closed position)
3. ............ is essential to dance. (movement to music)
4. ............ is a step forward left, step sideward right, close left to right, then a step backward right, step sideward left, close right to left. (box or waltz step)

B. True-False

1. In social dance the closed positions of a girl and boy is that the boy holds the girl around her waist with his right hand, his left hand in her right hand. (T)
2. The open position is the same position as the closed position except the boy's left and the girl's right hand are not joined. (F)
3. A boy should always escort his partner to her seat before he leaves her to get a new partner. (T)
4. One must never apologize when he or she steps on their partner's toes! (F)

C. Discuss several reasons why you feel it is important for you to know how to dance.

### Rhythms Evaluation

#### Rhythms Checklist

Check first time dance is done and later in the year

Key: E—excellent
G—good
P—poor
F—failure

NAMES

Ability to leap in 3/4 time
Ability to slide in 3/4 time
Ability to swing partner
Ability to do grand right and left
Ability to do grand march
Ability to square for four
Ability to do the waltz
Ability to do the polka
Ability to promenade
Ability to run with partner to music
Ability to move clockwise or counterclockwise with a partner
Ability to do the schottische
Ability to do the mazurka
Ability to do non-locomotor movements
Ability to respond to successive beats at different intervals
Ability to do combination of walk and runs to music
Ability to express an idea to music through movement

**Skills Test**

The following dances will be danced by the class, which will be divided into two groups.

A. Cotton-Eyed Joe Mixer
   Check for the following:
   1. Recognition of terms in dance
   2. Ability to stay on beat of music
   3. Ability to perform
      a. allemande left
      b. heel and toe
      c. two-step

B. Puttjenter (German quadrille)
   Check for the following:
   1. Recognition of type of folk dance (quadrille)
   2. Ability to choose partners quickly and make the formation (square of 4 couples)

3. Ability to do successfully:
    - a. Face corner
    - b. Two-hand swing
    - c. Weave the ring
    - d. Right and left hand mill

After evaluating both groups of class, discuss mistakes and successes.

### Creative and Folk Dance Test

A. Fill in the following blanks

1. ________ is to produce form or to invent a new form as a work of thought or imagination, such as making a movement. (creativity)
2. The sounds that make music are called ________. (tones)
3. ________ is a French term for the dance in which four couples dance in a square formation. (quadrille)
4. ________ is a traditional dance of the common people of a country. (folk dance)
5. The grouping of notes within a measure creates the underlying ________. (rhythm)

B. True-False

1. A mazurka is a combination of three spring walking steps and a hop. (F)
2. A dancer always frees one foot by raising the heel of that foot off the floor. This shows the other dancers on what foot he will begin dancing. (T)
3. The polka is not a "hop and slide" dance step in 2/4 time to uneven rhythm. (F)
4. The Festival Procession learned in class is appropriate for the opening of festivals. (T)

C. Multiple choice

1. The purpose of a folk dance is (a) to allow students to dance to music, (b) *to tell a story about the country from which it came*, (c) to tell a story about the country you are in now, (d) to allow boys and girls to make up a dance on the spur of the moment.
2. A person can invent a creative dance if he will (a) think hard, (b) study dance a long time, (c) *listen to the music and tell what it means to him*, (d) look at a professional and copy him.

3. The "get acquainted" dances in which all change partners during the dance is called a (a) couple dance, (b) progressive circle, (c) round, (d) *mixer*.

4. A group of dancers in a designated formation are a (a) *set*, (b) square, (c) circle.

D. Match the following folk dances to the country from which they came:

___1. Oklahoma Mixer (2)
___2. The Roberts (1)
___3. Festival processional
___4. Minuet (6)
___5. Puttjenter (4)
___6. Mayim, Mayim (5)

1. Scotland
2. America
3. England
4. Germany
5. Israel

6. France
7. Russia
8. Ireland
9. Slavic
10. Norway

Soccer Evaluation ______________________________________

**Skills Test**

1. Ability to trap a soccer ball rolled with feet and legs from a standard 6 out of 8 times.
2. Ability to pass soccer ball with feet to a teammate 30 feet away.
3. Ability to foot dribble a soccer ball 8 times in succession.
4. Ability to place-kick a soccer ball 30 feet through a goal 4 out of 5 times.

**Written Test**

A. Fill in the blanks

1. For the kick-off the ball is placed ________. (in the center of the field).
2. In soccer, a goal counts ____. (one point)
3. The game is divided into ______. (four equal periods)
4. Only the ____ can pick the ball up with his hands. (goalie)
5. There are __________ on the team. (eleven men)

B. True-False

1. The field shall be rectangular and not longer than 120 yds. nor less than 110 yds. (T)
2. The ball should be 20 inches in circumference. (F)
3. Substitutes can go in only when the ball is dead. (T)
4. Each quarter of the game lasts 20 minutes. (F)
5. The signal for a goal are both hands raised over head. (T)

## Softball Evaluation 6th Grade

**Skill Test**

1. Ability to throw a softball 30 feet and hit a circular target 2 feet in diameter, using overhand throw, 3 out of 5 times.
2. Ability to bat pitched softball into fair territory in the outfield 4 out of 6 times.
3. Ability to catch a softball from 30 feet 6 out of 7 times.

**Written Test**

A. Fill in the blanks

1. A softball diamond has ____ and ____. (three bases and a home plate)
2. There ______ players on a team. (9)
3. The catcher and the first baseman catch with a ______. (mitt)
4. Each team gets ______ outs. (3)
5. The ______ calls balls and strikes. (umpire)

B. True-False

1. A batter is out on the 4th ball. (F)
2. A pitch that a player swings at and misses is a strike. (T)
3. After three strikes the batter is out. (T)
4. The bases are 90 feet apart. (F)
5. A fly ball caught in foul territory is an out. (T)

C. Multiple Choice

1. Which player is not in the infield: (a) shortstop, (b) *center fielder*, (c) catcher.
2. The batter may not run (a) *when the ball is in the pitcher's* hand, (b) after a fly ball is hit, (c) when a grounder is hit.
3. How many players are in the outfield? (a) 4, (b) *3*, (c) 2, (d) 1.
4. Who composes the battery: (a) *pitcher and catcher*, (b) second baseman and shortstop, (c) the outfield.
5. For the scorebook, the first baseman is numbered (a) 1, (b) 4, (c) *3*, (d) 5.

## Basketball Evaluation

### Skills Test

1. Ability to shoot 4 out of 10 lay-ups from under the basketball goal.
2. Ability to dribble a minimum of 30 feet.
3. Ability to catch a basketball thrown from a distance of 30 feet 5 out of 7 times.
4. Ability to pass a basketball with a side arm pass 30 feet accurately enough to be caught 5 out of 7 times.
5. Ability to throw a 2-hand chest pass 17 feet.

### Written Test

A. Fill in the blanks

1. The goal is ____ (ten) feet high.
2. There are ____ men on a team. (5)
3. A member of the first team is called a __________. (first stringer)
4. To pass the ball to another to shoot is called a _____. (feed)
5. The game is begun by a ________. (toss-up)

B. Define:

1. *Zone defense:* A defense which gives players a specific area of the court to cover.
2. *Fast break:* A system of offense which attempts to advance the ball to the forecourt before the defense is organized.
3. *Field goal:* A goal scored from the playing floor during the action of the game equaling 2 points.
4. *Cripple:* An easy shot such as a lay-up.
5. *Rebound:* Retrieving the ball after an unsuccessful shot at the basket.

## Checklist for Teacher Observation of Pupils

Check three times during the year—fall, winter, spring

Key: E—excellent
G—good
P—poor
F—failure

A. Recreational
- Ability to run without falling.
- Ability to dodge a ball.
- Ability to kick a ball accurately.
- Ability to enjoy relays.
- Ability to enjoy performing stunts.
- Ability to make variations and invent new steps.
- Ability to know the basic dance steps and be able to do them.
- Ability to officiate at games.
- Ability to participate in singing games.
- Ability to show alertness at all times.
- Ability to enjoy vigorous activity in free time.

B. Social
- Ability to participate constructively in group planning.
- Ability to contribute one's best to group discussions.
- Ability to respect the contributions of others in discussions and play.
- Ability to carry out group plans voluntarily.
- Ability to meet responsibilities for the success of group enterprise without being reminded or penalized.
- Ability to work for the group using initiative.
- Ability to play group games and have wholesome group spirit.
- Ability to play alone and with a group.
- Ability to enter enthusiastically into activities.
- Ability to show complete honesty in all activities.
- Free and confident self-expression.
- Ability to offer and receive help.
- Ability to assume responsibility as a leader.
- Ability to accept decisions cheerfully.
- Ability to observe rules and boundaries.
- Ability to settle difficulties with poise.
- Ability to act the same whether or not the teacher is present.
- Ability to have responsibility toward caring for school equipment.
- Ability to try to improve skills and abilities.
- Ability to take part in rhythms.
- Wholesome attitude toward the opposite sex.

C. Emotional
- Ability to begin play with enthusiasm.
- Ability to continue to play with enthusiasm and pleasure.
- Ability to be relaxed and good-natured when play is over.
- Ability to show emotional stability whether team is winning or losing and whether or not all parties are in agreement.

# APPENDICES

## Appendix A

### BIBLIOGRAPHY

#### Selected

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Descriptions of over 500 tumbling and gymnastic stunts. Over 700 photographs and drawings.

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Borst, Evelyn and Elmer D. Mitchell. *Social Games for Recreation.* The Ronald Press Company: New York, N. Y. 1958.
Social activities for indoors and outdoors—defrosters, socializers, nature games, and mystifiers. Over 700 new ideas for get-togethers.

Boyer, Madeline Haos. *The Teaching of Elementary School Physical Education.* J. Lowell Pratt and Company: New York. 1965.
A good paperback that approaches elementary physical education with an over-all viewpoint. Activities arranged in units.

Dauer, Victor P. *Fitness for Elementary School Children Through Physical Education.* Burgess Publishing Company: Minneapolis, Minnesota. 1965.
A progressive program of physical education with a variety of suitable activities for each grade level from grades one through six. Emphasis placed on activities which develop physical fitness.

Davies, Evelyn A. *The Elementary School Child And His Posture Patterns.* Appleton-Century-Crofts, Inc.: New York, N. Y. 1958.
Description of postural patterns, early detection of divergencies, suggested activities to aid in the development of good posture, prevention and correction of handicaps, all written in nontechnical language.

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The examples of young people's rhythms in this spiral paperback may inspire the creation of new rhythms.

Fabricius, Helen. *Physical Education for the Classroom Teacher.* Wm. C. Brown Company, Inc.: Dubuque, Iowa. 1965.
Written for the classroom teacher so that she can guide and direct children through a series of physical activities that will contribute to their growth, development, and health. Selected games, sports, and rhythms.

Fait, Hollis F. *Physical Education for the Elementary School Child.* W. B. Saunders Company: Philadelphia. 1964.
A good general reference for administrators and classroom teachers. A complete source of information for those responsible for the physical education program.

Gabrielsen, Milton A. and Caswell M. Miles. *Sports and Recreation Facilities: For School and Community.* Prentice-Hall, Inc.: Englewood Cliffs, N. J. 1958.
Comprehensive information on planning and designing modern physical education and recreation facilities. Suggested designs for elementary school outdoor play areas.

Halsey, Elizabeth and Lorena Porter. *Physical Education for Children—A Developmental Program.* Holt, Rinehart and Winston: New York. 1963.
A good general source book for elementary teachers. Good chapters on correlation and evaluation.

Hammett, Catherine T. *Campcraft.* Pocket Books, Inc.: Rockefeller Center, New York. 1951.
An inexpensive paperback book prepared under the auspices of the American Camping Association. Campcraft skills and the where, why, and how of successful camping.

Harris, Jane A., Anne Pitman, and Marlys S. Waller. *Dance A While.* Burgess Publishing Company: Minneapolis, Minnesota. 1955.
A handbook of folk, square, and round dances with clear, concise directions. Sources given for each record used.

Harris, Rich. *Introducing Gymnastics.* Physical Education Aids: Napa, California. 1964.
Well-planned units of beginning gymnastics with suggestions for safe and challenging stunts.

Humphrey, James H. *Elementary School Physical Education.* Harper and Brothers, Publishers: New York. 1958.
Emphasis placed upon correlation of physical education with other areas of the curriculum—arithmetic, language arts, social studies, etc.

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To help teachers in developing confidence in guiding children through physical education activities. Activities suggested on a progressive basis.

Kirchner, Glenn. *Physical Education for Elementary School Children.* Wm. C. Brown Company, Inc.: Dubuque, Iowa. 1966.
Appropriate games, dances, and self-testing activities for grades 1-6. Basic ball-handling skills, classroom games, and outdoor running games.

Kulbitsky, Olga and Frank Kaltman. *Teachers' Dance Handbook.* Bluebird Publishing Company: Newark, N. J. 1959.
A logical progression for teaching rhythmical activities from kindergarten through the sixth grade. Folkraft records are based on this book and sources given.

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Gives the foundations for a program of physical education pointing out its strength and value in the total program and activities for grades 1-6.

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Practical suggestions and teaching methods for achieving the objectives listed for each grade level from one through six.

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Miller, Arthur George and Virginia Whitcomb. *Physical Education in the Elementary School Curriculum.* 2nd. Ed. Prentice Hall, Inc.: Englewood Cliffs, N. J. 1964.
A good general reference for administrators and classroom teachers on objectives, organization, techniques and planning of physical education program. Activities for all grade levels.

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A graded program grades 1-8. Five hundred activities classified by grade and type.

Salt, Benton E., Grace I. Fox and B. K. Stevens. *Teaching Physical Education in the Elementary School.* 2nd ed. The Ronald Press Company: New York. 1960.
A complete physical education program for grades 1-6.

Stuart, Frances R. *Classroom Activities.* American Association for Health, Physical Education, and Recreation: Washington, D. C. 1956. A valuable book for indoor programs.

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A comprehensive source book for classroom teachers in two parts. Part Two describes activities for each grade level.

Vannier, Maryhelen and Mildred Foster. *Physical Education In Elementary Schools.* 3rd. ed. W. B. Saunders Company: Philadelphia. 1964.
A good reference for both administrators and teachers on purposes, programing, and activities by grade level.

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Wilson Sporting Goods Co., 2233 West St., River Grove, Ill. *Athletic Field and Court Diagrams Booklet* (free).

National Dairy Council, 111 North Canal St., Chicago, Ill., 60606. *Weight Control Source Book* (free).

## Record Sources

American Squares, 121 Delaware Street, Woodbury, New Jersey.

Burns Record Company, 755 Chichadee Lane, Stanford, Connecticut.

Century Music Publishing Company, 255 West 40th Street, New York, New York.

Chartwell House, Inc., 112 East 19th Street, New York 3, New York.

Columbia Recording Company, Bridgeport, Connecticut.

Educational Activities, Inc. *Honor Your Partner,* Freeport, L. I., N. Y.

Educational Dance Recordings, Inc., P. O. Box 6062, Bridgeport 6, Connecticut.

Evans Records, Chartwell House, Inc., 280 Madison Avenue, New York.

Folk Dancer Record Service. Square, Folk, and Contra Dances. P. O. Box 201, Flushing, Long Island, New York.

Folkraft Records, 7 Oliver Street, Newark, New Jersey.

Ginn and Company, 165 Luckie Street, N. W., Atlanta 3, Georgia.

Henlee Squares, 152 Swall Drive, Los Angeles, California

Kimbo, U. S. A. Records, Box 55, Deal, New Jersey.

Kismet Record Company, Folk and Square Dance Records, 227 East 14th Street, New York 3, New York.

Record Center, RCA Victor, 2581 Piedmont Road, N. E., Atlanta 5, Georgia.

Sing'n Do Company, P. O. Box 279, Ridgewood, New Jersey.

Sonart Record Corporation, 251 West 42nd Street, New York, New York.

Stanley Bowman Co., Inc., Valhalla, New York.

The Methodist Publishing House, Nashville, Tennessee.

Windsor-Pacific Corp., Square Dance and Round Dance Records for Use in Schools, 5528 N. Rosemead Blvd., Temple City, California.

Victor Records, Radio Corporation of America, Camden, New Jersey.

## Audio-Visual Aids, Film, Tape, Etc.

American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C.

Athletic Institute, Chicago, Ill.

Audio Visual Library, State Department of Education, Columbia.

Audio Visual Aids Bureau, School of General Studies, University of South Carolina, Columbia.

Coronet Instructional Films, Coronet Building, Chicago, Ill.

Encyclopedia Britannica Films, 20 North Wacker Drive, Chicago, Ill.

H. W. Wilson Company, 950 University Ave., New York 52, New York.

## SOURCES OF OFFICIAL RULES

Many sporting goods stores carry rule books on a wide variety of sports. If you are unable to obtain the books you are seeking from local authorities, write to the following sources. To save time, it might be well to enclose payment with your order. (Note: Prices subject to change. Some prices include mailing charges.)

The following list is not all-inclusive. Therefore, The Athletic Institute would appreciate receiving information which will make this list more complete, or which will help correct such data as may become outdated.

THE ATHLETIC INSTITUTE, Merchandise Mart. Room 805, Chicago 54, Illinois.

| *Activity* | *Source of Rules* | *Cost* |
|---|---|---|
| Aerial Tennis | Sells Aerial Tennis Co.<br>Box 42, Kansas City 3, Kansas | (free) |
| Archery (Field) | National Field Archery Assn.<br>Route 2, Box 514, Redlands, California | $1.75 |
| Archery (Target) | National Archery Assn.<br>J. Robert Kest, Secy.-Treas.<br>23 E. Jackson Blvd., Chicago 4, Ill. | $ .75 |
| Badminton | American Badminton Association<br>Donald Richardson, 20 Wamesit Rd.<br>Waban, 68, Mass. | $ .15 |
| Bicycling | Amateur Bicycle League of America, Inc.<br>144 E. 208th St., New York 67, N. Y. | |
| Bowling (Ten Pin) | American Bowling Congress<br>1572 E. Capitol Drive, Milwaukee 11, Wisc. | $ .08 |
| Casting (Official Rules for Fly and Bait Casting; NAACC by laws) | American Casting Association<br>Box 51, Nashville 2, Tenn. | $ .25 |
| Croquet | General Sportcraft Co., Ltd.<br>33 New Bridge Rd., Bergenfield, N. J. | $ .25 |
| Dartball | Wisconsin State Dartball Comm.<br>9333 W. Lincoln Ave., West Allis 19, Wisc. | $ .40 |
| Darts | General Sportcraft Co., Ltd.<br>33 New Bridge Rd., Bergenfield, N. J. | $ .25 |
| Deck Tennis | General Sportcraft Co., Ltd.<br>33 New Bridge Rd., Bergenfield, N. J. | $ .25 |
| Horseshoes | General Sportcraft Co., Ltd.<br>33 New Bridge Rd., Bergenfield, N. J. | $ .25 |
| Marbles Shooting | National Marbles Tournament<br>Cleveland Press Bldg., Cleveland 14, Ohio | (free) |
| Shuffleboard (Deck) | National Shuffleboard Assn.<br>304 Pierce St., Clearwater, Fla. | (free) |
| Table Tennis (includes instructions) (rules only) | U. S. Table Tennis Assn.<br>210 Saturn Dr. North Star,<br>Newark, Delaware | $ .10<br>(free) |
| Tether Ball (inflated Ball) | W. J. Voit Rubber Corporation<br>Los Angeles 54, California | (free) |
| Volleyball (includes rules) | U. S. Volleyball Assn. USVBA Printer<br>P. O. Box 109, Berne, Indiana | $ .75 |
| Quoits | General Sportcraft Co., Ltd.<br>33 New Bridge Rd., Bergenfield, N. J. | $ .25 |

## Selected Physical Fitness Tests

1. Kraus-Weber—"Minimum Muscular Fitness Test"

Ten test items (now six) were set up on a pass or fail basis. The authors agreed that the ability to lift a section of the body a specified number of degrees by a given set of muscles indicated enough muscle strength for daily living. One item, the famous or infamous "touch the hands to the floor", proposed to measure flexibility. This is the most controversial item on the test. One may be quite flexible in one area of the body and be completely inflexible in another.

Source: Dr. Hans Kraus
30 Central Park South
New York 19, New York

2. Boys Clubs of America—A certificate test

This test was designed to provide goals of fitness for boys, to motivate them to improve their own fitness level, and to give them a sense of pride and achievement in physical fitness.

The test consists of:

1. Sit-ups
2. Pull-ups
3. Push-ups
4. Standing broad jump
5. Vertical wall jump
6. Rope climb
7. Indoor running broad jump
8. Outdoor running broad jump

Source: National Committee on Physical Programs
Boys' Clubs of America
381 Fourth Avenue
New York 16, New York

3. The AAHPER Fitness Test

This test was designed for school use to determine the contributions of a physical education program to the development of all school-age children.

The test consists of:

1. Pull ups for boys
   Flexed arm-hang for girls
2. Sit-ups
3. Shuttle run
4. 600 yard walk-run
5. 50 yard dash
6. Softball throw for distance
7. Standing broad jump

Three aquatic tests:

1. 15 foot swim
2. 30 foot swim
3. 100 yard swim

Source: The American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

4. President's Council on Youth Fitness

This test was devised to screen out those school children who need immediate and remedial or specific work to develop physical fitness.

The test consists of:

1. Pull-ups
2. Sit-ups
3. Squat thrusts

Source: Superintendent of Documents
U. S. Government Printing Office
Washington 6, D. C.

5. **N.R.A. Tests**

This group devised at least two tests "to increase participation, particularly among those youngsters whose physical skills are not in ratio with their interest."

Football test consists of:

1. Punting for distance
2. Drop or place kick for distance
3. Forward passing for distance
4. Snapping for accuracy
5. Drop or place kicking for accuracy
6. Forward passing for accuracy
7. Punting for accuracy

Softball test consists of:

1. Base running for speed
2. Catcher's throw to second for accuracy
3. Catching fly balls
4. Bat for distance
5. Fungo hit for distance
6. Throw for distance
7. Throw and catch
8. Fielding ground balls
9. Pitch for accuracy
10. Throw for accuracy

Source: National Recreation Association
8 West 8th Street
New York 11, New York

6. **YWCA Fitness Tests for Women**

This test was designed "to help women evaluate their physical efficiency."

This test consists of:

1. Stork test for balance
2. Wall test for back
3. 90 degree twist
4. Standing broad jump
5. Finger touch to toes
6. Fingers touching behind back
7. Push-ups
8. Sit-ups
9. Testing back muscles
10. Knee to forehead
11. 15 minute mile walk
12. Pinch test

Source: Bureau of Communications
National Board, Y.W.C.A.
600 Lexington Avenue
New York 22, New York

7. **Red Cross Swim and Stay Fit**

"A project designed to contribute to the physical and mental fitness of the individual by providing an opportunity to participate in meaningful and enjoyable activity (swimming) over an extended period of time. Its goal is to improve the physical fitness of the swimmer; . . . it is meant to encourage regular swimming."

The test or plan consists of:

Starting at any desired distance, the swimmer swims a total of 440 yards during one visit to the facility. This is continued until he reaches a total of 3 miles, then 10, 20, 30, 40, and 50 miles. Pins, certificates, and emblems can be obtained for each of these achievements.

Source: Any local Red Cross Chapter OR
Mr. Arnold Wikenhofer, Director
First Aid and Water Safety Services
Southeastern Area, The American Red Cross
1955 Monroe Avenue
Atlanta, Georgia

8. Royal Canadian Air Force 5 BX Plan for Men, XBX Plan for Women (now being used by American military units).

   The Plans were designed "to tell you what to do, when to start, how fast you progress, and how far you should progress to achieve a desirable level of physical fitness."

   The material is too extensive to include in this paper. The purposes explain the content of the booklets.

   Sources: This Week Magazine
   P. O. Box 77-E
   Mt. Vernon, New York

   OR:

   RCAF Pamphlet 30/2 AFP 50-5-2
   Roger Duhamel, F.R.S.C.
   Queen's Printer and Controller of Stationery
   Ottawa, Canada

9. Standards for Junior AAU Physical Fitness Tests.

   These tests were combined to measure the fitness of all areas of the body. Norms are available from 6-18 years.

   The test consists of:

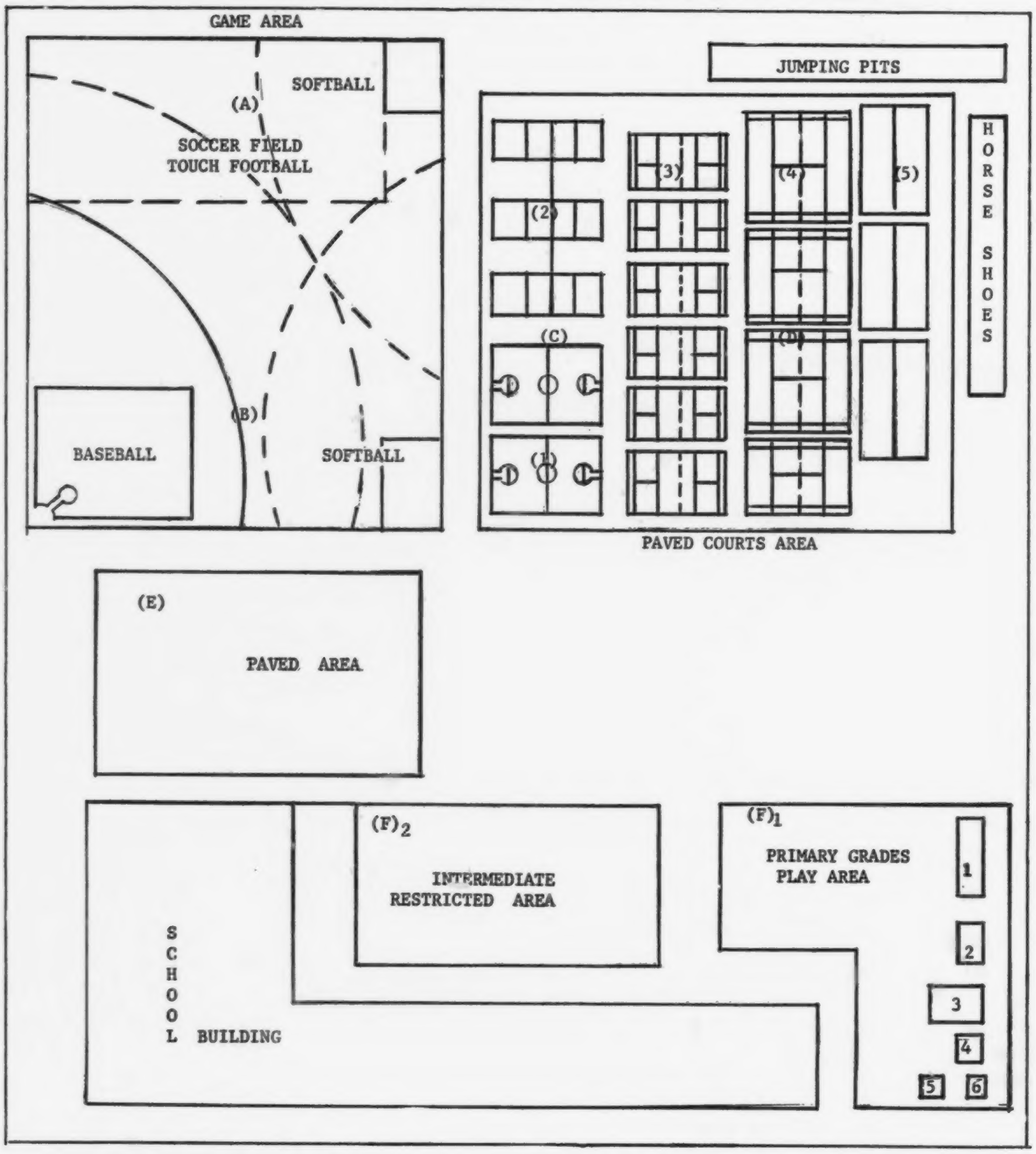
   1. Sprints
   2. Walk and run
   3. Sit-ups
   4. Pull-ups
   5. Standing broad jump
   6. Push-ups
   7. Baseball throw
   8. Continuous hike for distance
   9. Running high jump

   Source: Amateur Athletic Union
   231 West 58th Street
   New York, New York

# Appendix B

## PLAY AREAS AND DIMENSIONS

### SUGGESTED LAYOUT FOR PLAYGROUND AREA


GAME AREA
SOFTBALL
(A)
SOCCER FIELD
TOUCH FOOTBALL
(B)
BASEBALL
SOFTBALL
JUMPING PITS
(2)
(3)
(4)
(5)
(C)
(D)
(1)
HORSE SHOES
PAVED COURTS AREA
(E)
PAVED AREA
(F)2
INTERMEDIATE RESTRICTED AREA
(F)1
PRIMARY GRADES PLAY AREA
1
2
3
4
5
6
SCHOOL BUILDING

**PAVED COURTS AREA**

(1) Basketball Courts
(2) Handball Courts
(3) Badminton Court
(4) Tennis Courts
(5) Volleyball Courts

**PAVED AREA**

All Weather Play Area
Deck Tennis
Shuffleboard
Dancing
Hopscotch
Circle Games
Relays
Overflow Parking

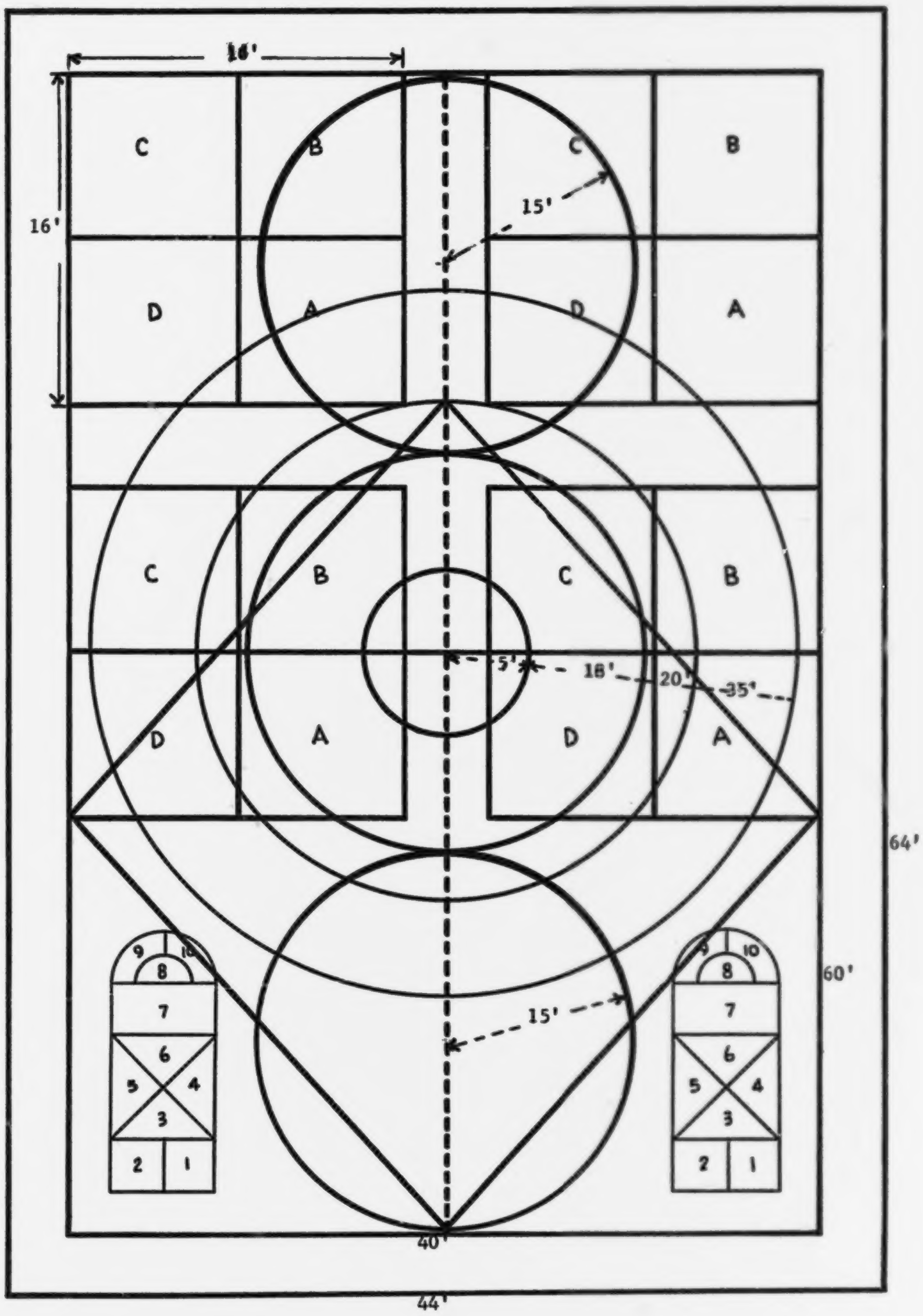
**INTERMEDIATE RESTRICTED AREA**

Jungle Gym
Horizontal Ladder
Balance Beam
Monkey Ring
Chin Bars
Tether Ball

**PRIMARY AREA**

(1) Gym Frame
(2) Sand Box
(3) Slides
(4) Climbing Tree
(5) Horizontal Bars
(6) Climbing Fence

## PLAN OF MARKING AN ELEMENTARY SCHOOL ACTIVITY ROOM OR OUTDOOR PAVED AREA


16'
16'
C
B
C
B
15'
D
A
D
A
C
B
C
B
5'
18'
20'
35'
D
A
D
A
64'
9
10
8
7
6
5
4
3
2
1
9
10
8
7
6
5
4
3
2
1
60'
15'
40'
44'

# Appendix C

## EQUIPMENT AND SUPPLIES

The following suggested minimum supply list for a class of 30 pupils could serve a number of classes each day. Possibly some supplies can be kept in each classroom, with all classes having access to the remaining items in a central cabinet.

### Playground Equipment

It is recommended that each school have a restricted area for permanent playground equipment—one for primary and one for intermediate.

*Jungle gym:* Triple horizontal bar with three fixed heights: 3 feet, 4 feet, and 5 feet. *Horizontal ladders:* 5 feet for primary and 6½ feet for intermediate. *Sandbox*, with removable cover, and 6″ x 8″ sitting ledge, fresh sand, refilled annually. *Chin bars:* graduated heights 4′, 5′, 6′ *Tether ball:* (Volleyball Type 2-4). Balance beam, Monkey rings.

### Suggested Materials

| Grades 1-2-3 | Grades 4-5-6 | Item | Items for Class of 30 | Replacement Rate | Suggested Price |
|---|---|---|---|---|---|
| x | | Rubber playground balls 6″, 8″, or 10″ diameter | 4–6 | 1–2 per year | 2.00 |
| | x | Rubber playground balls 8″ diameter | 4–6 | 1 per year | 2.00 |
| x | x | Beanbags 6″ x 6″, double stitched, 1/3 full of navy beans | 12 | 6 per year | .60 |
| x | x | Short skip ropes 7′ to 8′ for primary 8′ to 9′ for intermediate | 12–16 | 8–16 per year | .75 |
| x | x | Long skip ropes 24′ to 30′ | 2–4 | 2–4 per year | .05 |
| x | x | Record player with full amplification and adjustable speeds | 1 | Tubes & needles annually | 100.00 |
| x | x | Records for rhythms, singing, games, dancing, marching | 10–20 | 6–12 per year | 1.25 to 4.98 |
| x | x | Indian clubs | 10–20 | 1–6 per year | |
| | x | Jumping standards | 1 pr. | | 15.00 |
| x | | Quoits and ring toss games | 2–4 | 2–4 per year | 1.00 |
| | x | Aluminum crossbars | 3–4 | 3–4 per year | 8.25 |
| | x | Croquet sets | 2–4 | | 10.00 |
| x | x | Balance beam | 1–2 | | 58.00 |
| | x | Rubber soccer balls | 2–4 | 1–4 per year | 9.00 |
| | x | Archery equipment | 2–4 | | 16.00 |
| | x | Softballs, rubber covered | 6 | 1–4 per year | 2.00 |
| | x | Softball bats | 3 | 2–3 per year | 3.00 |
| | x | Softball bases | 1–2 Sets | 1 set biennially | 4.00 |
| | x | Catchers' masks | 1 | 1 every 3 years | 5.00 |
| | x | Mats | 2–4 | | 158.00 |
| | x | Volleyballs, rubber | 2–4 | 1 per year | 6.00 |
| x | x | Volleyballs, leather | | 1 per year | 6.00 |
| | x | Volleyball nets | 1–2 | 1 every 3 years | 10.00 |
| | x | Standards for nets | 2–4 | | 60.00 |
| | x | Rubber basketballs | 2–4 | 1–2 per year | 12.00 |
| | x | Basketball goals | 1 pr. | | 35.00 |
| | x | Goal Hi (Set goals at 8 feet) | 1 pr. | | |
| | x | Rubber footballs | 2–4 | 1–2 per year | 5.00 |
| | x | Tether ball (volleyball type) | 1–2 | 1 per year | 10.00 |
| x | x | Wiffle bats | 2–4 | 1–2 per year | 1.50 |
| x | x | Wiffle balls | 2–4 | 1–2 per year | .30 |
| x | x | Bowling kit | 1 | 1 every 5 years | 80.00 |
| x | x | Whistles | 1 per teacher | 1 per year | 1.00 |
| x | x | Stop watch | 1 | 1 per year | 7.00 |

# Appendix D

## SUGGESTIONS FOR SELF-MADE, INEXPENSIVE MATERIALS

1. Milk cartons from the cafeteria can be used for bowling pins, or Indian clubs. Local bowling alley may supply old bowling pins, which can be used for many games.
2. Old spindles or cones from a mill can be used for Indian clubs, etc.
3. Children can bring large tin cans or bushel baskets for target tossing games in the classroom or on the playground. Be sure the cans' edges are smooth.
4. Children may bring ears of dried corn and heavy cloth material for making beanbags in 6″ squares.
5. Empty feed bags filled with straw, sand, or sawdust make ideal softball bases.
6. Paper plates can be used for marking play areas for running and tagging games.
7. Bottle caps can be used for target tossing games.
8. Quoits may be made from heavy rope and held together with tire tape.
9. A piece of rope or clothes line will serve as a volleyball net when strips of white cloth are tied every few inches and permitted to dangle 3 or 4 feet.
10. Standards for nets can be constructed by closing one opening in an old tire with plywood and pouring the tire full of cement. Center a length of 2″ metal pipe in the cement to serve as the staff and place eyelets at varying heights so the net can be raised and lowered.
11. Large tin cans make good tom-toms with pieces of an old inner tube stretched over the can and tied with shoe laces.
12. Jump ropes may be made of soft cotton rope. Long jump ropes should be approximately 12 feet long. Individual jump ropes should be 5 to 6 feet in length.
13. Old automobile tires or tubes may be used for relay races.
14. Empty plastic bottles may be used for tenpins or other games where upright objects are used.
15. A shaker for marking boundaries may be made by using a number 10 can with holes in the bottom. A wooden handle approximately 30 inches long should be nailed to the can. The shaker should be filled with plus-5 marble dust.
16. Used telephone poles or curbing around the school parking area can be used for balance beams.

# Appendix E

## TOURNAMENT DESIGN

A round robin tournament can be easily drawn up for teams of any number; however, the most suitable number is from 4 through 12. If more teams are available, form additional leagues. Play-offs may be used to determine the final champion if time permits.

An example of a 7 or 8 team league is presented. Note that by using X as the eighth team, an eight team league is complete. Team number one remains constant while other teams rotate around counter-clockwise. There will be one less round than actual teams. If two or more rounds are desired, just repeat the process.

1 vs x
2 vs 7
3 vs 6
4 vs 5

Thus:

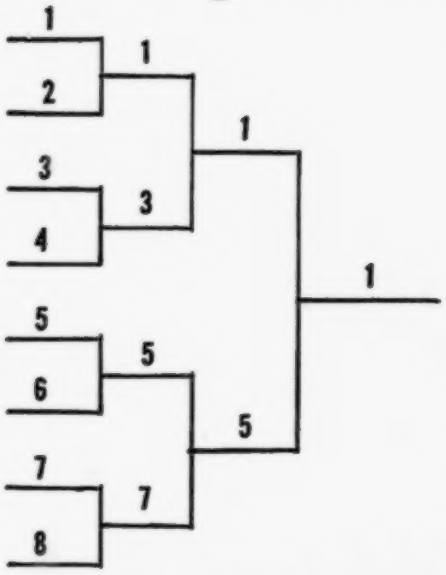
| | | | | | | |
|---|---|---|---|---|---|---|
| 1 vs x | 1 vs 7 | 1 vs 6 | 1 vs 5 | 1 vs 4 | 1 vs 3 | 1 vs 2 |
| 2 vs 7 | x vs 6 | 7 vs 5 | 6 vs 4 | 5 vs 3 | 4 vs 2 | 3 vs x |
| 3 vs 6 | 2 vs 5 | x vs 4 | 7 vs 3 | 6 vs 2 | 5 vs x | 4 vs 7 |
| 4 vs 5 | 3 vs 4 | 2 vs 3 | x vs 2 | 7 vs x | 6 vs 7 | 5 vs 6 |

The easiest way to determine the number of games to be played in a round robin tournament is to write down the number of teams: 7, 6, 5, 4, 3, 2, 1. Cancel the highest number and add the remaining figures 6, 5, 4, 3, 2, 1. Since the total is 21, the instructor knows he is to plan for 21 games.

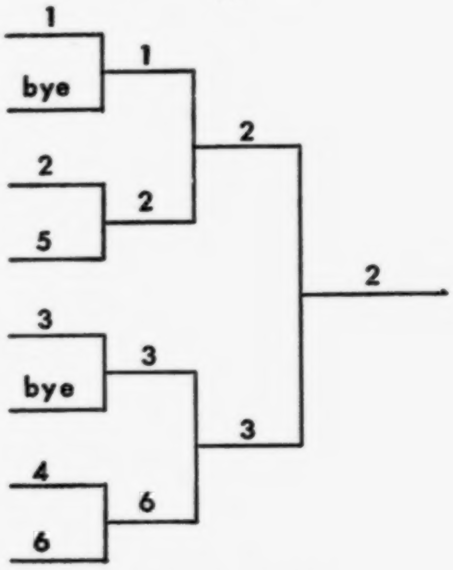
Single elimination tournaments, which are less desirable but most often necessary, can be formed by any power of 2, thus: 2-4-8-16 and 32. Sixteen teams or players make a suitable number. Use the next higher power and fill in with byes so that all byes are eliminated in the first round. Remember the quarter-finals and semi-finals must have even number of players or teams, except in tournaments of less than eight teams. Always schedule byes in the first round of the single elimination tournament.

The following bracket (Figure A) illustrates a single elimination tournament consisting of six teams with two byes in the first round. Bracket B illustrates a single elimination tournament consisting of eight teams with no byes necessary.

B



A



## LADDER OR CHALLENGE TOURNAMENTS

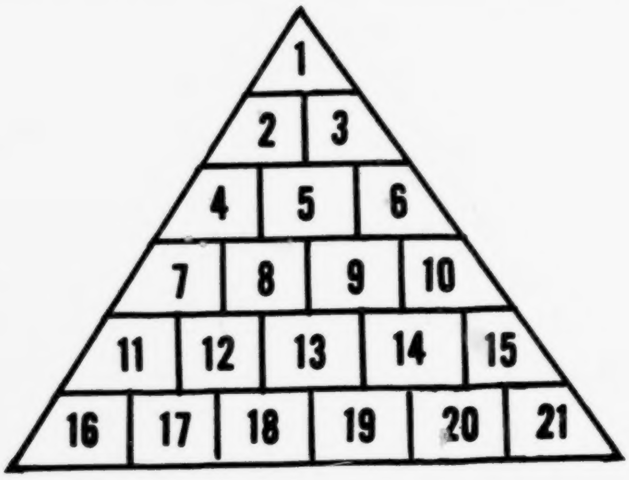
| | | |
|---|---|---|
| • | **Bill** | • |
| • | **Max** | • |
| • | **John** | • |
| • | **Mike** | • |
| • | **Joe** | • |
| • | **Ted** | • |
| • | **Roy** | • |
| • | **Jim** | • |
| • | **Henry** | • |

This type tournament is excellent for individual sports; horseshoes, ping-pong, etc. For doubles just add names of partners. A player may challenge either of the two players above. If the player in the lower position wins, they change places. Challenges may not be repeated for a period of 24 hours. Player on top at the designated date is the winner. Ladders may be designed in several economical ways—clothes pins with names printed on them placed on an upright stick anchored or tabs hung on small nails, etc.

If the number of entrants exceeds 12, it is wise to use two or more ladders.

## PYRAMID TOURNAMENTS

Using a similar system, the pyramid tourney may be successful. If lesser number, blot out areas from bottom, outside in.


1
2 3
4 5 6
7 8 9 10
11 12 13 14 15
16 17 18 19 20 21

A player may challenge any player on the line above. If the player on the lower level wins, they change places. Challenges may not be repeated within 24 hours. A given date will designate the champion.

# Appendix F

## CUMULATIVE RECORD

Name .................................................... Birth Date ..........................

| | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|
| Attendance Days Absent .... | | | | | | | |

Parents' Name ....................................................................................

Address ...................................................... Phone No. ..........................

Health Record ....................................................................................

..........................................................................................................

..........................................................................................................

Student's Doctor ................................................................................

Teacher's Comments ..........................................................................

..........................................................................................................

Mod = Modified Fitness Test

| Event | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|---|---|---|---|---|---|
| | | | | | |

*The South Carolina Cumulative School Health Record*
(Form A), Revised 1962

This is a cumulative health record on one card. It is a revision of the 1951 edition which was printed in two cards. This record is recommended for use in South Carolina schools. It is suggested that the 1951 edition be continued in use for pupils for

7,00

whom it has already been set up and that the 1962 revised edition be used for others receiving this service for the first time. This record is accompanied by a special referral form and a manual for use of the record.

### *Health Appraisal Form for Periodic or Special Referral* (Form B), 1962

This form was developed for convenience in securing information for the cumulative record from the parent, the physician, the dentist, and others. It is like the cumulative record except that it is designed for one appraisal only.

### *South Carolina Manual for Use of the Cumulative School Health Record*, Revised 1962

Recommendations for the use of the record and explanation of items on the record are discussed in this booklet. This information is important for effective planning for services and for entering information on the cumulative record over a period of 12 years.

These materials were developed by the South Carolina Joint Health and Education Committee of the State Department of Education and the State Board of Health. They are printed and distributed at cost by the State Department of Education as a service to schools. An order form including a price listing is available with sample copies of the revised record forms and manual. Please address orders to:

*Supervisor of Health Education*
*State Department of Education, Columbia, South Carolina.*

Form A

## SOUTH CAROLINA CUMULATIVE SCHOOL HEALTH RECORD

Page 1

NAME OF PUPIL (Last, First, Middle)

SCHOOL (In Pencil)

Birth: Year Month Day

Birth Certificate Checked by: Date

NAME OF PARENT – GUARDIAN

Sex Race

RESIDENCE ADDRESS (In Pencil) PHONE (In Pencil)

BUSINESS ADDRESS (In Pencil) PHONE (In Pencil)

FAMILY PHYSICIAN (In Pencil) DENTIST (In Pencil)

### DISEASE AND ILLNESS HISTORY (Give year if possible; otherwise yes)

| | | | | | |
|---|---|---|---|---|---|
| Headache (Frequent) | | Rheumatic Fever | | Diabetes | |
| Sore Throat (Frequent) | | Heart Trouble | | Convulsions | |
| Ear Infections (Frequent) | | Asthma-Allergy | | Muscle or Bone Weakness | |

Other Illnesses, Injuries or Operations:

### COMMENTS (By Whom – Date)

### SCREENING PROCEDURES

| GRADE | | Pre-School | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATE (Year) | | | | | | | | | | | | | | |
| Height | Fall | | | | | | | | | | | | | |
| In Inches | Spring | | | | | | | | | | | | | |
| Weight | Fall | | | | | | | | | | | | | |
| In Lbs. | Spring | | | | | | | | | | | | | |
| Vision | Both Eyes | | | | | | | | | | | | | |
| Without | R | | | | | | | | | | | | | |
| Glasses | L | | | | | | | | | | | | | |
| Vision | Both Eyes | | | | | | | | | | | | | |
| With | R | | | | | | | | | | | | | |
| Glasses | L | | | | | | | | | | | | | |
| Type of Test | | | | | | | | | | | | | | |
| Person Giving Test (Give Initials) | | | | | | | | | | | | | | |
| Hearing | R | | | | | | | | | | | | | |
| | L | | | | | | | | | | | | | |
| Type of Test | | | | | | | | | | | | | | |
| Person Giving Test (Give Initials) | | | | | | | | | | | | | | |

### COMMENTS – FOLLOW-UP (By Whom – Date)

### TEACHERS' OBSERVATIONS (Code: X–Condition Observed; C–Condition Corrected)

| GRADE | Pre-School | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATE | | | | | | | | | | | | | |
| Abnormal Gait | | | | | | | | | | | | | |
| Poor Posture | | | | | | | | | | | | | |
| Skin Lesions | | | | | | | | | | | | | |
| Tires Easily | | | | | | | | | | | | | |
| Poor Food Habits | | | | | | | | | | | | | |
| Frequent Headaches | | | | | | | | | | | | | |
| Inflamed Eyes | | | | | | | | | | | | | |
| Squinting–Crossed Eyes | | | | | | | | | | | | | |
| Reads Too Close–Too Far | | | | | | | | | | | | | |
| Frequent Inattention | | | | | | | | | | | | | |
| Hearing Difficulties | | | | | | | | | | | | | |
| Mouth–Teeth | | | | | | | | | | | | | |
| Frequent Colds | | | | | | | | | | | | | |
| Frequent Sore Throat | | | | | | | | | | | | | |
| Marked Aggressiveness | | | | | | | | | | | | | |
| Undue Shyness | | | | | | | | | | | | | |
| Speech Defect | | | | | | | | | | | | | |
| Tics or Mannerisms | | | | | | | | | | | | | |
| Nail Biting | | | | | | | | | | | | | |
| Undue Restlessness | | | | | | | | | | | | | |
| Excessive Use of Toilet (Other) | | | | | | | | | | | | | |

### COMMENTS – FOLLOW-UP (By Whom – Date)

Refer to South Carolina Manual For Use of the Cumulative School Health Record.

Attach additional pages as needed [illegible]

Form A

## PREVENTIVE PROCEDURES — INOCULATIONS AND SPECIAL TESTS

Page 2

| INOCULATIONS | BASIC SERIES (Give Dates) | BOOSTERS (Give Dates) | | | SPECIAL TESTS | DATE | RESULT | DATE | RESULT | DATE | RESULT | DATE | RESULT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Diphtheria | | | | | Hemoglobin | | | | | | | | |
| Whooping Cough | | | | | Urinalysis | | | | | | | | |
| Tetanus | | | | | Tuberculin | | | | | | | | |
| Typhoid Fever | | | | | Feces | | | | | | | | |
| Poliomyelitis Inactivated (Salk) | Doses | | | | | | | | | | | | |
| Poliomyelitis Attenuated (Oral) | Types | | | | | | | | | | | | |
| Smallpox | First Take | | | | | | | | | | | | |

## MEDICAL APPRAISAL BY PHYSICIAN (By Whom — Date)

## COMMENTS — FOLLOW-UP (By Whom — Date)

| Grade | SIGNIFICANT CONDITIONS (Physical, Mental, Emotional) — RECOMMENDATIONS | |
|---|---|---|
| Pre-School | | |
| Elementary | | |
| Junior High | | |
| Senior High | | |

## DENTAL APPRAISAL BY DENTIST (Code: X-Condition Observed, C-Condition Corrected)

## COMMENTS — FOLLOW-UP (By Whom — Date)

| | Pre-School | Elementary | Junior High | Senior High | |
|---|---|---|---|---|---|
| Grade and Date | | | | | |
| Decayed, Missing, Filled | | | | | |
| Needs Space Maintenance | | | | | |
| Needs Orthodontia | | | | | |
| Needs Crown and Bridge | | | | | |
| Needs Prosthesis | | | | | |
| Abnormal Teeth | | | | | |
| Fluoride Therapy (Give Dates) | | | | | |
| Examining Dentist | | | | | |

Recommended by: The South Carolina Department of Education and The South Carolina State Board of Health — Revised 1963

## Appendix G

### LEGAL STATUS OF PHYSICAL EDUCATION

The South Carolina law establishing the requirement for physical education was passed in 1924 (Article 996). The 1962 Code (21-416) retains the original wording of the law of 1924.

The law reads:

"21-416. Courses in physical education.

"There shall be established and provided in all the public schools of this State physical education training and instruction of pupils of both sexes, and every pupil attending any such school, insofar as he is physically fit and able to do so, shall take the course or courses therein as provided by this section. Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for normal pupils."

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